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Resources in Education (RIE). Volume 31, Number 10.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Oct 96
LANGUAGE- English
EDRS Price- MF03 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131),Collected Works - Serials (022)
DESCRIPTORS- *Abstracts; Catalogs; Education; *Educational Resources; *Indexes; Resource Materials
IDENTIFIERS- *Resources in Education

Resources in Education (RIE) is a monthly abstract journal that announces (catalogs, indexes, abstracts) documents of interest to the educational community (including researchers, teachers, students, school board members, school administrators, counselors, etc.). Each issue announces approximately 1,100 documents and provides indexes by Subject, Personal Author, Institution, Publication Type, and ERIC Clearinghouse Number. This special Computer Output Microfiche (COM) edition is prepared directly from the ERIC magnetic tape database prior to publication of the printed journal and therefore is lacking the cover and other regular introductory and advertising matter contained in the printed journal. The COM edition contains only the first three of the five indexes in the printed edition. The first accession in each issue of RIE is the issue itself. In this way, the monthly microfiche collection for each issue is immediately preceded by a microfiche index to that collection. This practice began with the RIE issue for May 1979. (CRW/WTB)

ED 395 098 CE 067 682

"What's the Buzz?" Pennsylvania's Adult Basic and Literacy Education Dissemination Newsletter Project. Final Report.
SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg. Bureau of Adult Basic and Literacy Education.
PUB DATE- 94
NOTE- 106p.; Volume 13 is complete.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Collected Works - Serials (022)
DESCRIPTORS- *Adult Basic Education; *Adult Educators; Adult Literacy; *Basic Skills; Information Dissemination; *Literacy Education; Needs Assessment; *Newsletters; *Professional Development; State Programs; Statewide Planning; Workshops
IDENTIFIERS- 353 Project; *Pennsylvania

A project produced and disseminated to adult basic and literacy education practitioners in Pennsylvania a newsletter containing relevant information designed to meet their professional development and awareness needs. It prepared and disseminated an 8-12 page newsletter for the months September 1993 through June 1994. Information contained in the newsletter came from a variety of sources including: conferences, workshops, regional staff development centers, state government offices, other professional newsletters, adult education clearinghouses and professional publications, Pennsylvania Adult Literacy Resource Centers, national professional adult education and literacy clearinghouses, national professional organizations and individuals, and U.S. government offices. The newsletter was mailed to 3,000-3,500 adult education practitioners each month.

ED 395 117 CE 070 933

Peer Advocacy Training for ABE Students. Final Report & Product.
SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg. Bureau of Adult Basic and Literacy Education.
PUB DATE- 95
NOTE- 194p.; Some pages of the appendix will not reproduce well due to poor type quality.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Accessibility (for Disabled); *Access to Education; Access to Information; Adult Basic Education; *Advocacy; *Curriculum Development; Information Needs; Needs; Resources; Services; Social Action; State Programs; Teaching Methods
IDENTIFIERS- 353 Project; Pennsylvania (Lebanon)

A project was conducted to help single parents residing in public housing who were participants in an adult basic education (ABE) life skills program learn how to request services from school districts and social service providers. An advocacy curriculum outline and an extensive bibliography, as well as procedures and materials for training peer advocates in an ABE setting were developed. Twenty-five students were given information and trained to become advocates for themselves and their families, and five students developed the skills and knowledge to become advocates for other ABE students, particularly in school hearings and with mental health providers. Project evaluation, through self-assessment by the students and of the goals and objectives of the project by the teacher, the peer advocate coordinator, and the project director, was positive. (This document contains a bibliography listing 10 sources for resources, and the project materials, including resource lists, narratives of advocacy services provided in several cases, and information on legal and procedural steps to take in advocating for school and mental health services in Pennsylvania.) (KC)

ED 395 118 CE 070 934

Reiff, Tana
The Pennsylvania Adult Basic and Literacy Education Staff Handbook, 1995 Edition: A Quasi-Experimental Approach and a Paradigm of Adult Basic and Literacy Education Staff Competencies. Final Report.
SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg. Bureau of Adult Basic and Literacy Education.
PUB DATE- 95
NOTE- 121p.; For related documents, see CE 070 935-936.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Basic Education; Adult Educators; *Adult Literacy; Adult Students; *Competence; Educational Resources; Education Work Relationship; English (Second Language); Guides; *Literacy Education; *Professional Development; State Programs; Student Evaluation; Teaching Methods
IDENTIFIERS- 353 Project; *Pennsylvania

A project was conducted for two purposes: (1) to produce a new edition of the Pennsylvania Staff Handbook for adult literacy educators and to test whether increased involvement of adult basic and literacy practitioners in the state in the planning and evaluation of the new edition would increase the likelihood of meeting the needs of the target audience more effectively

ED 395 136 CE 071 513

Polson, Cheryl J.
Teaching Adult Students. IDEA Paper No. 29.
PUB DATE- Sep 93
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Adult Learning; *Adult Students; Classroom Techniques; *College Students; Higher Education; *Student Characteristics; Student Motivation; *Teaching Methods

Although adult learners are similar to their younger classmates in many ways, they have some particular characteristics that have implications for teaching them. For example, adults have multiple roles, and classes sometimes cannot be their first priority. Adults also have more life experiences, which can provide foundations for learning or create barriers to learning, and they may be at transition points in their lives. Other characteristics of adults are as follows: most are "off-campus" directed, they have no experience or no recent experience with higher education, they have clearer educational goals, and they are more likely to be paying for their education. The following are implications of these characteristics for teaching adults: (1) courses must meet adult students' specific needs; (2) knowing the backgrounds of students is important; (3) adult students are very task oriented, expecting to apply their learning immediately; (4) it is important to help students integrate new information with information they may already have; (5) adults may react defensively if their belief systems are challenged; (6) students need transition time to focus on and absorb new information; (7) the aging process may rob students of some of their short-term memory and reaction time--teaching strategies should take into account learning styles and progress at a speed at which students can master the material; and (8) adult students need more opportunities for success--therefore, information should be broken into manageable units, various techniques should be used, and a positive learning environment of which adults feel a part must be created. (Contains 31 references.) (KC)

ED 395 137 CE 071 516

Rominger, Duane A.; And Others
The Report on the 1995 Regional School-to-Work Forums. A Report of the School-to-Work Roll-out Steering Committee to the Governor's Workforce Development Council.
PUB DATE- Feb 96
NOTE- 28p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Career Education; Competency Based Education; *Educational Legislation; *Educational Needs; *Education Work Relationship; Inservice Teacher Education; Publicity; Secondary Education; Staff Development; *State Legislation; *State Programs; Work Experience Programs
IDENTIFIERS- *Minnesota

Sixteen regional forums were held in Minnesota in the fall of 1995 to determine what form the Education and Employment Transition System, or School-to-Work System, mandated by state

ED 395 156 CE 071 579

Employee Relations. MAS-110. Waste Isolation Division (WID).
Management and Supervisor Training (MAST) Program.
SPONS. AGENCY- Department of Energy, Washington, D.C.
PUB DATE- 96
NOTE- 52p.; For related modules, see CE 071 569-588.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Adult Education; Behavioral Objectives; Employer Employee Relationship; Employment Interviews; Hazardous Materials; Job Skills; *Labor Relations; Learning Modules; *Management Development; Performance Factors; Performance Technology; *Personnel Evaluation; *Personnel Management; Personnel Selection; Productivity; Program Descriptions; Radiation; Staff Development; *Supervisory Training; Tests; Vocational Education; *Waste Disposal
IDENTIFIERS- *Radioactive Wastes

This module is part of a set of management and supervisor training (MAST) materials developed by the Department of Energy for the Waste Isolation Division. Its stated purpose is to enable trainees to deal with employees fairly and effectively. The first section of the module is an introduction that includes a terminal objective and opening remarks intended to focus the trainees' attention on the subjects discussed in the module. Most other module sections begin with a list of enabling objectives. Many sections contain "critical incidents" or real-life occurrences at the Department of Energy's Waste Isolation Pilot Plant that relate to the section topic. Some illustrate effective management practices, and some illustrate ineffective ones. Each critical incident includes "lessons learned" information. Section topics include the following: promoting professionalism; influencing employee behavior; motivating employees; counseling employees; addressing employee concerns; conducting performance appraisals; interviewing; directing employees; and managing exempt and nonexempt personnel. Contains 19 references and a practice test. Answers and feedback for the test are provided. (YLB)

ED 395 157 CE 071 580

Personnel Development. MAS-111. Waste Isolation Division (WID).
Management and Supervisor Training (MAST) Program.
SPONS. AGENCY- Department of Energy, Washington, D.C.
PUB DATE- 96
NOTE- 56p.; For related modules, see CE 071 569-588.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Adult Education; Behavioral Objectives; Career Counseling; *Career Development; Career Ladders; Case Studies; Counseling Techniques; Decision Making; *Employer Employee Relationship; Hazardous Materials; Learning Modules; *Management Development; Mentors; Promotion (Occupational); *Staff Development; Supervisor Qualifications; Supervisory Methods; *Supervisory Training; Vocational Education; *Waste Disposal
IDENTIFIERS- Job Coaches; *Radioactive Wastes

This learning module, which is part of a management and supervisor training program for managers and supervisors

ED 395 174 CE 071 620

McNutt, Dorothy Ellen

Employer Defined Workplace Competencies for High Technology Occupations with a Commentary on Instructional Strategies and Capstone Experiences.

SPONS. AGENCY- Texas Higher Education Coordinating Board, Austin. Div. of Community and Technical Colleges.

PUB DATE- 1 Jul 95

NOTE- 189p.

LANGUAGE- English

EDRS Price- MF01/PC08 Plus Postage.

PUB TYPE- Reports - Research/Technical (143),Information Analyses/State-of-the-art Materials (070)

DESCRIPTORS- Academic Education; Academic Standards; Community Colleges; *Competence; Curriculum Development; Demand Occupations; Educational Needs; *Employer Attitudes; *Employment Qualifications; Integrated Curriculum; Labor Market; Questionnaires; Records (Forms); Resource Materials; Salary Wage Differentials; State Surveys; Student Evaluation; Teaching Methods; Technical Institutes; *Technical Occupations; *Technological Advancement; Two Year Colleges; Work Experience Programs

IDENTIFIERS- *Capstone Programs; Employer Surveys; *Texas

This document, which is designed for educators at community and technical colleges throughout Texas, presents and examines employer-defined workplace competencies for high-technology occupations and outlines instructional strategies and capstone experiences for use in improving technical education and preparing students for high-technology occupations. Discussed in chapter 1 are state mandates and guidelines and national indicators. Chapter 2 is devoted to generic workplace critical elements, measures, standards, and tasks for technical occupations requiring an associate in applied science degree or the equivalent. Twelve instructional methodologies appropriate for integrating workplace competencies into technical programs are explained in chapter 3. Chapter 4 describes the use of capstone experiences as a directed external work-based learning experience. The bibliography lists 165 references. Appendixes contain the following: summary analysis of occupational profiles/wages for high-demand, high-wage occupations; a survey to determine workplace skills for two-year associate in applied science degrees; employer ratings of workplace competency statements; a planning document for verifying generic workplace competencies; employer views regarding responsibility for teaching workplace competencies; external learning experiences; course identification for generic workplace competencies; teaching aides for external work-based learning experiences; and a list of organizations contributing to this report. (MN)

ED 395 175 CE 071 621

Chemical Operations Technology Curriculum Development Project. PY95 Final Detailed Report.

SPONS. AGENCY- Texas Higher Education Coordinating Board, Austin.

PUB DATE- Aug 95

NOTE- 166p.

LANGUAGE- English

EDRS Price- MF01/PC07 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- Advisory Committees; Associate Degrees; *Chemical

ED 395 192 CE 071 683

Realtime Training: Refinement/Implementation/Marketing. Final Report.

SPONS. AGENCY- Texas Higher Education Coordinating Board, Austin.
PUB DATE- 94
NOTE- 102p.; Contains filled-in type.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Associate Degrees; *College Programs; Community Programs; *Court Reporters; *Deaf Interpreting; Deafness; Job Training; *Program Implementation; Two Year Colleges
IDENTIFIERS- Amarillo College TX; *CLosed Captioned Television

A 1-year project at Amarillo College developed an associate degree program to train certified realtime caption writers so that they could pass the examination for certification for realtime caption reporting for persons who are deaf. During the project the following actions were taken: (1) curricular materials previously completed and approved were further tested, modified, and refined according to needs discovered throughout the grant period; (2) support, training, and linkage with area and regional court reporters was provided through opportunities to update theory-writing principles and receive education and training for realtime caption reporting; (3) information was disseminated throughout the project period to increase knowledge about the use and need for services of realtime caption reporting; (4) seminars, workshops, and presentations were conducted to provide opportunities for representatives from other court reporting institutions within the state of Texas to learn the concepts and methods for development and implementation of a realtime caption reporting curriculum; (5) marketing activities were conducted in an effort to secure equipment and salaries needed to increase the availability of realtime caption reporting services; (6) compliance with the legislation requirements mandated through the Americans with Disabilities Act was facilitated by providing realtime caption reporting services to the deaf population of Amarillo (Texas); (7) a comparative analysis of the progress of students in the classroom who are deaf/hard-of-hearing with provision of realtime caption reporting services was completed; (8) a study of the attainment of speed and accuracy of students enrolled in the realtime caption reporting curriculum was completed; and (9) plans were begun for the development of a realtime caption reporting center to provide services, by modem devices from any gathering or location where information is communicated for the general public, to area residents who are deaf or hard-of-hearing. (Documents used to conduct and promote the project are included in the report.) (KC)

ED 395 193 CE 071 687

Tutor Training for Occupational Students with Learning Disabilities. PY95 Final Detailed Report.

SPONS. AGENCY- Texas Higher Education Coordinating Board, Austin.
PUB DATE- 15 Aug 95
NOTE- 343p.
LANGUAGE- English
EDRS Price- MF01/PC14 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Guides/Methods/Techniques (For Practitioners) - Non-

ED 395 210 CE 071 740

Palfreeman, Annabel, Ed.
"Critical Issues, Essential Priorities." Conference Papers. Australian Council for Adult Literacy National Conference (18th, Bundoora, Victoria, November 23-25, 1995).
PUB DATE- Feb 96
NOTE- 97p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021),Reports - Research/Technical (143)
DESCRIPTORS- Adult Basic Education; Adult Educators; *Adult Literacy; Coordination; Data Collection; Educational Cooperation; *Educational Needs; *Educational Objectives; Educational Policy; *Educational Practices; Foreign Countries; Futures (of Society); Indigenous Populations; Individualized Education Programs; Industrial Training; Information Dissemination; Integrated Curriculum; Learning Processes; *Literacy Education; *Numeracy; Program Development; Program Improvement; Student Evaluation; Teacher Attitudes; Teaching Methods; Vocational Education
IDENTIFIERS- *Australia

These proceedings contain the following papers: "Linking Industry Training with Language and Literacy" (Cassandra Parkinson); "Numeracy: Essential and a Priority? An ANT's (Adult Numeracy Teacher's) Journey" (Dave Tout); "Teaching, Learning and Assessment: An Essential Symbiosis" (David Clarke); "The Politics of Measurement: From Signatures to Significance" (Jane Mace); "Critical Planning for Individual Outcomes" (Marie Persson); "Quality and Learning: Who's Minding the Agenda?" (Nancy Jackson); "Integration of English Language, Literacy and Numeracy into Vocational Education and Training" (Louise Fenley); "Unmasking Assumptions: Literacy and the Fit between Employment-Oriented Literacy and Aboriginal Language-Use" (Anthea Taylor); "Revision and Renewal: Adult Literacy and Its Future Challenges" (Nicole Gilding); and "Policy and Practical Implications of the National Reporting System" (Sharon Coates). Also included are a list of abbreviations and summary of panel presentations by Joy Cumming and Rosa McKenna regarding their involvement in development of the National Reporting System. (MN)

ED 395 211 CE 071 749

Sponsorship in Schools: Good Practice Guidelines.
PUB DATE- 96
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Career Education; Check Lists; Consumer Education; *Corporate Support; Donors; Elementary Secondary Education; Foreign Countries; *Guidelines; Marketing; Partnerships in Education; *School Business Relationship; School Community Relationship; School Support; Vocational Education
IDENTIFIERS- Great Britain

These guidelines are designed to help sponsors and producers meet the standards expected of educational materials and activities aimed at schools in the United Kingdom. The guidelines are also

ED 395 229 CG 026 960

Mathew, Saritha S.; And Others
Attachment and Social Problem Solving in Juvenile Delinquents.
PUB DATE- 95
NOTE- 12p.; Poster presented at the Annual Meeting of the American Psychological Association (103rd, New York, NY, August 11-15, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adolescents; *Attachment Behavior; *Delinquency; Emotional Development; *Individual Development; *Interpersonal Competence; Moral Development; Parent Child Relationship; Personality Development; *Personality Studies; Personality Theories; Secondary Education; *Social Cognition; Violence; Youth Problems
IDENTIFIERS- Attachment Disorders; *Social Problem Solving

This study investigates characteristics of juvenile delinquency and youth violence by examining attachment and social problem skills. Attachment theory integrates features of psychoanalytic theory, ethology, and cognitive psychology. Research on adolescent attachment suggests that parents continue to function as a secure base for their teenage children. Researchers examined the relationship between insecure patterns of attachment and specific deficits in social problem-solving as applied to three hypotheses: (1) Insecure attachment is related to increased hostile attributional bias in ambiguous social situations; (2) Insecure attachment is inversely related to competence of solutions generated on a social problem-solving task; and (3) Insecure attachment is related to the expectation of fewer potential negative consequences for responding aggressively. Participants were 100 incarcerated male adolescent offenders, between the ages of 13 and 17. To measure attachment and social problem solving, subjects completed the Adolescent Attachment Questionnaire, and then answered questions on their impressions of hostile intent in a series of videotaped vignettes depicting various social interactions. Results showed a specific link between attachment patterns and social problem solving deficits in delinquent adolescents. In particular, the tendency to attribute hostile intentions to neutral or ambiguous social interactions may be partially a product of underlying attachment styles. Three tables present statistical analysis. Contains 23 references. (RJM)

ED 395 230 CG 026 961

Stuber, Donna
Innovative Community College Teaching Methods: Research through the Curriculum.
PUB DATE- 96
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Instruction; *Community Colleges; Curriculum Design; *Curriculum Development; Higher Education; Research Opportunities; *Research Skills; *Student Development; Student Participation; Student Research; Teaching Methods; Two Year Colleges
IDENTIFIERS- Research in Education; Research Training

ED 395 249 CG 027 063

Lesar, Sharon
Family-Centered Early Intervention: Program Practices Affecting Family Involvement.
SPONS. AGENCY- Tennessee Univ., Knoxville.
PUB DATE- 10 Apr 96
NOTE- 18p.; Paper presented at the Annual Conference of the American Educational Research Association (New York, NY, April 8-12, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *At Risk Persons; Developmental Delays; Developmental Disabilities; *Early Intervention; *Family Involvement; Family Role; Intervention; Parent Attitudes; *Parent Participation; Parent Role; *Parent School Relationship; *Parent Teacher Cooperation; Preschool Education

Sources of variations in parents' assessment of helpgiving practices and perceived control appraisals were investigated in this study. Participants included 69 parents of children, birth to age five, with disabilities or at-risk for poor developmental outcomes. Results indicated that parent and family characteristics showed no relationship to either helpgiving practices or perceptions of personal control and self-efficacy. In contrast, program characteristics and helpgiving practices were highly associated with the degree to which parents indicated they had control over needed services, resources, and supports. The paper concludes by stating that at least three implications for the kinds of practices that need to be adopted if helpgiving is to have competency enhancing outcomes emerge from the study findings: (1) the ways in which services are provided are as important as the type of services provided; (2) helpgivers need to provide complete, meaningful information so that families can make informed decisions; and (3) helpgiving that results in families attributing change to their own actions appears to increase the likelihood that helpgiving relationships will be beneficial. Three tables present data and statistical analysis. Contains 36 references. (TS)

ED 395 250 CG 027 064

Esters, Irvin G.; And Others
Effects of a Unit in Mental Health on Rural Adolescents' Attitudes about Seeking Help and Concepts of Mental Illness.
PUB DATE- 27 Mar 96
NOTE- 13p.; Paper presented at the Annual Conference of the American Educational Research Association (77th, New York, NY, April 8-12 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Adolescents; *Educational Assessment; *Educational Attitudes; High Schools; High School Students; Mental Disorders; *Mental Health Programs; Program Evaluation; Psychological Services; Rural Education; *Rural Schools
IDENTIFIERS- Fischer Turner Pro Con Attitude Scale; Opinions About Mental Illness Scale

One factor thought to contribute to the underutilization of mental health services, especially among rural Americans, is

ED 395 269 CS 012 415

Collier, Janet C.
Using Cross-Age Tutoring to Improve Reading Comprehension Skills in Elementary Language Arts Students.
PUB DATE- Jun 95
NOTE- 113p.; M.S. Practicum, Nova Southeastern University.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Cross Age Teaching; Elementary Education; Grade 2; Grade 5; Peer Relationship; *Reading Achievement; *Reading Attitudes; *Reading Comprehension; *Reading Improvement; *Tutoring; Tutors
IDENTIFIERS- Guided Reading Procedure

This report describes a cross-age tutoring program implemented to improve reading comprehension skills in a group of regular students in a rural elementary school. A targeted group of four fifth-grade students and four second-grade students were matched for cross-age tutoring sessions. The students developed reading comprehension skills through the use of the strategies of Question/Answer/Relationship Technique and context clues. The fifth-grade targeted students were first instructed in the above strategies and then allowed to practice them, so that they internalized and transferred the skills to the fifth-grade reading comprehension level. The fifth-grade students' levels of self confidence and attitudes toward reading improved as a result of functioning as experts during the cross-age tutoring sessions. The second-grade students benefited by being able to read the entire story aloud with immediate corrective feedback and reinforcement, and also from being asked every inferential "guided reading question" suggested in the teacher's edition of the basal reader. If the student was unable to answer the guided reading question, a more experienced tutor was able to guide the student in the correct procedure for understanding what was read. Levels of success were measured by pretests and posttests of various kinds. Most participants, both fifth and second graders, showed considerable gains in their reading ability and attitudes. (Contains 7 tables of data and 12 references. Appendixes include surveys, context clues map, and story map.) (Author/TB)

ED 395 270 CS 012 421

Quinlan, Lois
The Effects of School Entry Age and Gender on Reading Achievement Scores of Third Grade Students.
PUB DATE- Apr 96
NOTE- 49p.; M.A. Project, Kean College of New Jersey.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Dissertations/Theses - Undetermined (040)
DESCRIPTORS- *Grade 3; Kindergarten; Primary Education; Reading Ability; *Reading Achievement; Reading Research; *Reading Skills; *School Entrance Age; *School Readiness; *Sex Differences
IDENTIFIERS- Hillside Township School District NJ; Metropolitan Achievement Tests

This report describes a study that examined the question of whether or not a child's chronological age at school entry or gender affects his/her academic achievement. It posits 2

ED 395 288 CS 012 454

Santa, Carol Minnick
Improving the Literacy Program: A Journey toward Integrated Curriculum. Literacy Improvement Series for Elementary Educators.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jan 95
NOTE- 35p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Change Strategies; *Curriculum Development; *Educational Change; Elementary Education; *Integrated Curriculum; *Language Arts; *Literacy; Thematic Approach
IDENTIFIERS- Alternative Assessment; Trade Books

This booklet describes a school district's evolution from a neatly compartmentalized language arts curriculum to a curriculum integrated around broad topics and themes of study. Sections of the booklet discuss the mounting tensions in the school district's language arts program; committee work that formed the foundation for change; the 5 target behaviors or skills which form the "spine" of the language arts program; the need for defining some priorities for thematic studies; teacher support; the "critical moments" during the evolution of the curriculum to thematic studies; and what the future holds. Throughout the booklet, set off in italic print, are the researcher's current reflections about school change. An appendix provides a list of trade books (one for each of the grades K-6) on the topics of personal feelings and growth; friends and family; social issues and culture; imagination, thought, and humor; folklore, heroes, and legends; yesterday; my world and others; environment; and living things. (RS)

ED 395 289 CS 012 456

Gunter, Peggy
A Preservice Perspective on Whole Language.
PUB DATE- 27 Oct 95
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Elementary Education; Instructional Development; *Phonics; Reading Comprehension; *Reading Instruction; *Reading Processes; Reading Skills; *Theory Practice Relationship; *Whole Language Approach
IDENTIFIERS- Educational Issues; *Reading Theories

Among the defining features of the whole language philosophy are: an emphasis on reading comprehension and extracting meaning from text; reading and writing across the curriculum; and the use of phonics instruction, subordinate to other methods (cues) of extracting meaning from text. Controversy between professional educators involved in scientific research and those with daily classroom contact involves the question of whether written language acquisition in children is a natural process encouraged through exposure to authentic activities and relevant, meaningful reading material or whether direct skills instruction in decoding the written word is necessary to learn to read and write. The core goals of the whole language

ED 395 310 CS 215 234

Allen, Sheilah M.
Middle School Penpals for University Students: Project Penpal.
PUB DATE- 96
NOTE- 8p.; For related papers, see ED 390 057 and CS 215 233.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Audience Awareness; *College School Cooperation; Foreign Countries; Higher Education; *Interpersonal Communication; Junior High Schools; *Letters (Correspondence); Middle Schools; Preservice Teacher Education; *Undergraduate Students; Writing (Composition)
IDENTIFIERS- *Middle School Students; *Penpals; Preservice Teachers; Writing Contexts

For a teacher educator, a 2-year leave in Australia inspired her to replicate in Canada an Australian penpal project in which preservice elementary teachers wrote to school children who answered the letters and eventually met their penpals. Her preservice secondary teachers, English majors, wrote to eighth-grade students taught by one of her ex-graduate students. The hope was that both groups of students would find a context for writing to real audiences for real purposes. The suburban middle school which the youngsters attended contained computer labs and is networked. An additional area of interest was to learn about middle school aged students and to have the university students "connect" with the younger students. Compatibility was crucial, and the matching of penpals proved to be extremely effective. Letters were picked up and dropped off with regularity. Time was allotted during class for reading letters. In the education class, letters often served as discussion starters. Both boys and girls, and men and women, professed to have enjoyed the project and learned from it. While they did not learn what was expected in terms of literacy, the letter exchange did promote understanding and friendship, in spite of individual differences which existed, regardless of gender or ability. (Contains nine references.) (NKA)

ED 395 311 CS 215 276

Grodnick, Joan Rosalsky
Self-Esteem and Writing Achievement.
PUB DATE- Apr 96
NOTE- 40p.; M.A. Thesis, Kean College of New Jersey.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Dissertations/Theses - Master Theses (042)
DESCRIPTORS- College Freshmen; *Community Colleges; *Freshman Composition; *Self Concept; Teacher Student Relationship; Two Year Colleges; *Writing Ability; Writing Attitudes; *Writing Evaluation; Writing Research; *Writing Skills
IDENTIFIERS- Research Suggestions; Union County College NJ

This thesis describes a study that engaged 2 sections of English Composition I, 50 randomly selected students at Union County College during the fall semester of 1995. The goal of the study was to determine if in this sample population there was a positive correlation between self-concept and writing ability. The variables of the New Jersey College Basic Skills Placement Test, the Coopersmith Self-Esteem Inventory, and the course

ED 395 330 CS 215 322

Lloyd, Earl H.
Reference Sources on Celtic Mythology.
PUB DATE- 6 May 96
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; Folk Culture; Higher Education; Legends; *Mythology; Resource Materials
IDENTIFIERS- *Celtic Mythology

This 30-item annotated bibliography, directed toward an academic audience, offers annotations of general mythological materials that house specific sections or volumes of information pertaining to Celtic mythology as well as annotations of works that are solely Celtic in nature. Materials in the bibliography were published between 1932 and 1996, and represent recent materials as well as materials that are standards or classics in Celtic mythology and mythology in general. The bibliography presents encyclopedias, dictionaries, bibliographies, indexes, handbooks, and guides. (RS)

ED 395 331 CS 215 324

Suhor, Charles, Comp.
Trends and Issues in English Instruction, 1996--Six Summaries. Summaries of Informal Annual Discussions of the Commissions of the National Council of Teachers of English.
PUB DATE- 96
NOTE- 7p.; For the 1995 summaries, see ED 380 814.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Curriculum Development; *Educational Trends; Elementary Secondary Education; *English Instruction; Higher Education; Language Arts; Literature Appreciation; *Mass Media Role; *Reading Instruction; Student Evaluation; Writing Evaluation; *Writing Instruction
IDENTIFIERS- *Educational Issues; Media Literacy; Multicultural Materials; *National Council of Teachers of English

Information on current trends and issues informally discussed and then delineated by the directors of six National Council of Teachers of English commissions, is presented in this 13th annual report. The commissions and their directors are: (1) Commission on Curriculum (Dorothy King); (2) Commission on Composition (Christine Kline); (3) Commission on Language (Roseann Duenas Gonzalez); (4) Commission on Literature (Carol Jago); (5) Commission on Reading (Diane Stephens); and (6) Commission on Media (Lawrence B. Fuller). Some of the subjects discussed in the report include: assessment issues in writing; the possibilities and constraints of technology (particularly the Internet) in the field of composition; the teaching of writing in both teacher preparation programs and graduate programs for returning teachers; an emerging tension between teaching skills in isolation and integrating language arts skills; the manipulation of curriculum by groups promoting their own economic or ideological concerns; conservative political discourses dominated by a language of exclusion; efforts of English Language Arts teachers to discuss issues of equity and social justice among all students; the growing use of multicultural literature in classrooms at every level; the "manufactured crisis" in reading; the Standards for the English

ED 395 349 CS 509 262

Campbell, D. Gail
Toward Refining the Assessment of the Basic Public Speaking Course: An Experimental Study.
PUB DATE- Nov 95
NOTE- 11p.; Paper presented at the Annual Meeting of the Speech Communication Association (81st, San Antonio, TX, November 18-21, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Communication Research; Comparative Analysis; *Evaluation Methods; Higher Education; *Introductory Courses; *Public Speaking; *Student Development; *Student Evaluation; Undergraduate Students
IDENTIFIERS- Personal Report of Communication Apprehension

A study on basic speech assessment replicated an earlier one except that in place of the CCAI and the Competent Speaker form, the Self-Perceived Public Speaking Competency Scale (SPPSC) was used. Also, 2 randomly selected control groups of students were added to the research design: one consisting of 62 students who had not taken speech and were not taking it, and the other consisting of 71 students who had already taken speech but were not presently enrolled in a speech class. The experimental group consisted of 56 students. All three groups were administered the PRCA-24, the RSE, and the SPPSC at the beginning and end of the semester. Scores were examined in terms of the following hypotheses: (1) that all three instruments, pretest and posttest, would not register significant differences for the control groups; and (2) that all three instruments would indicate better posttest and pretest scores for the experimental group. Results showed both hypotheses to be wrong. All 3 groups scored lower on the PRCA posttest than the pretest; all three groups improved slightly on the other two tests. In other words, most students improved in their speech skills over time whether enrolled in basic speech or not. The results appear disappointing. One explanation would look to the long-proven confusion produced by time itself. Another would note that public speaking skills were not reinforced in classes other than speech, even though speech or presentations were required. (Contains 7 tables of scores and 15 references.) (TB)

ED 395 350 CS 509 265

Roberts, Elizabeth A.
Departmental Assessment: Productive Endeavor or Painful Encounter.
PUB DATE- Nov 95
NOTE- 15p.; Paper presented at the Annual Meeting of the Speech Communication Association (81st, San Antonio, TX, November 18-21, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Programs; *Departments; *Educational Assessment; Educational Development; *Educational Objectives; Educational Planning; Faculty Evaluation; Higher Education;

ED 395 370 EA 027 557

Jones, Ken
Cultural Politics and Education in the 1990s.
PUB DATE- Sep 95
NOTE- 15p.; Paper presented at the European Conference of Educational Research (Bath, England, United Kingdom, September 14-17, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Conservatism; Educational Change; *Educational Policy; Elementary Secondary Education; Foreign Countries; Policy Formation; *Politics of Education; Power Structure; *Resistance to Change; *Social Change; Social Structure; Teaching (Occupation)
IDENTIFIERS- *United Kingdom

This paper begins by discussing reasons for the failure of important aspects of Conservative education policy in the United Kingdom and finds them in contemporary Conservatism's "fundamentalist" handling of questions of culture and tradition. The term "fundamentalist" refers to certain religious, cultural, and political ideologies that invoke a narrow and authority-centered account of tradition without attempting to enter into discourse about its value or premises. The paper then discusses the cultural meaning of teachers' opposition to Conservatism, as manifested in the national testing boycott of 1993-94. The paper suggests that aspects of social-movement theory can illuminate the achievements of this opposition. It concludes by considering what space for cultural action is offered by the educational policies of the new Labour Party. A problem with the Labour Party's agenda is that it discounts the intellectual work of teachers as well as the persistence and increasing sophistication with which questions relating to learning, cultural difference, and inequality have been pursued in schools. (Contains 24 endnotes.) (LMI)

ED 395 371 EA 027 558

Cuevas, Jorge A.; Fontana, Rose Marie Garcia
A View from the Bottom Up: School-Based Systemic Reform in California. Volume III: Restructuring Ideas for Schools with Limited-English Proficient Students.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 96
NOTE- 109p.; For earlier volumes in this series, see ED 387 931 and ED 387 932.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Bilingual Education; *Change Strategies; Elementary Secondary Education; *English (Second Language); Ethnic Groups; Flexible Scheduling; Integrated Curriculum; *Limited English Speaking; Professional Development; *School Restructuring; Second Language Learning
IDENTIFIERS- *California

This volume was intended to stimulate new thinking about how to restructure a school program to effectively educate students

ED 395 389 EA 027 579

Protocols for Processing Secondary Student Expulsions.
PUB DATE- 1 Jan 96
NOTE- 95p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Compliance (Legal); *Discipline Policy; *Discipline Problems; Due Process; *Expulsion; Public Schools; School Districts; Secondary Education; *Secondary School Students; Student Behavior; Substance Abuse; Suspension; Violence; *Withdrawal (Education)
IDENTIFIERS- Seminole County School District FL

In recent years, Seminole County Public Schools in Florida, adopted new guidelines for the processing of student expulsions. This manual was designed to clarify the processes associated with student expulsion in secondary schools in Seminole County. It describes the protocols, procedures, and paperwork needed to comply with the school board's requirements for documentation of each expulsion option. Options include full exclusion from any and all Seminole County Public Schools, application to Project Excel (an alternative educational placement), transfer to another county school, or return to home school on a district behavior contract. Three situations require the production of a comprehensive expulsion packet--a recommendation for full exclusion, a request by the student or guardians for a formal hearing, and a recommendation for student application to Project Excel for a second time. Sample forms are included. Some forms in Spanish are also included. (LMI)

ED 395 390 EA 027 580

Van Patten, James J., Ed.
The Socio-Cultural Foundations of Education and the Evolution of Education Policies in the United States. Mellen Studies in Education, Volume 17.
PUB DATE- 91
NOTE- 238p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Educational Change; *Educational History; *Educational Philosophy; Educational Policy; Educational Principles; Educational Theories; Elementary Secondary Education; *Foundations of Education; Humanism; Progressive Education; *Theory Practice Relationship

Authors contributing to this book have all been presidents of national and regional professional education associations. The collection of essays represents current research in historical, biographical, philosophical, and comparative components of education foundations. The articles were written in tribute to Michael Belok, a professor and department chairperson who served with distinction for over 30 years at Arizona State University. The first six chapters deal with educational theory and practice: (1) "Education Today and the World Tomorrow: An Essay on Futures Theory for Educational Practice" (John Pulliam); (2) "Censorship and Toleration" (John Martin Rich);

ED 395 408 EC 304 801

Helms, Barbara J.
School-Related Stress with Children with Disabilities.
SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- May 95
NOTE- 22p.; Paper presented at the Annual Conference of the New England Educational Research Organization (May 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Ability; Academic Achievement; Age Differences; Behavior Patterns; *Developmental Disabilities; Elementary Secondary Education; *Emotional Disturbances; Emotional Problems; Learning Disabilities; Mental Retardation; *Peer Relationship; Questionnaires; Self Evaluation (Individuals); *Stress Variables; *Student Adjustment; Student Attitudes; Student School Relationship; *Teacher Student Relationship
IDENTIFIERS- School Situation Survey

This study examined school-related stress in children with disabilities, specifically the sources and manifestations of such stress and whether these differ for children from different disability groups (either developmental or emotional) or age groups (elementary, middle school, or high school). Subjects were 244 students in grades 4-12 from three Connecticut towns, of which 43.8 percent had developmental disabilities (learning disabilities and mental retardation) and 54.2 percent had emotional disabilities. Subjects were given the School Situation Survey, a measure of school-related sources and manifestations of stress in children. (A list of Survey items is included.) Results indicated that the students from the two disability groups experienced different levels of stress related to interactions with their peers and their perceptions of their academic performance or achievement but not related to interactions with their teachers or perception of their academic ability. Although both disability groups had mean scores in the low to moderate range on the Peer Interaction Scale, students with emotional disabilities reported higher levels of stress concerning activities and interactions with their classmates. Some significant age differences were also found. The scores of the two groups did not differ significantly regarding the emotional and physiological manifestations of stress, though students with emotional disabilities reported significantly more frequent behavioral manifestations than students with developmental disabilities. (Contains 34 references.) (Author/DB)

ED 395 409 EC 304 802

Helms, Barbara J.
School-Related Stress: Children with and without Disabilities.
SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- Apr 96
NOTE- 19p.; Paper presented at the Annual Conference of the American Educational Research Association (New York, NY, April 8-12, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

ED 395 426 EC 304 820

Inclusion of Special Needs Students: Lessons from Experience.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Feb 96
NOTE- 104p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Administrator Role; *Change Strategies; Definitions; Delivery Systems; *Disabilities; Educational Policy; *Educational Practices; Elementary School Teachers; Elementary Secondary Education; Family School Relationship; *Inclusive Schools; Instruction; Mainstreaming; Middle Schools; Models; Program Development; School Community Relationship; School Organization; Secondary School Teachers; Special Education Teachers; Student Evaluation; Student School Relationship; *Teacher Attitudes; Teacher Collaboration

This report describes a study which identified concerns and questions of general and special educators about inclusion and effective strategies for operating a successful inclusion model. Seven pairs of special and general educators in elementary and middle schools comprised the primary study group. Study group pairs interviewed their faculties about their concerns relating to emergent themes: (1) teacher relationships; (2) instruction and student assessment; (3) planning and scheduling; (4) families and the community; (5) students; (6) administrators; and (7) laws, policies, and procedures. This report offers an operational definition of inclusion and provides historical background for the inclusion movement, descriptions of inclusion delivery models, and components necessary for success. Concerns and strategies in each of the seven areas are presented in a question/answer format. Recommendations are divided into those for inclusion implementors and those for policymakers. Also included are a glossary, a bibliography, and four appendices. Appendices include frequently asked questions about the Individuals with Disabilities Education Act, the study group reflections and recommendations form, the roles and responsibilities form, and a collaborative teaching instructional plan form. (Contains about 200 references.) (DB)

ED 395 427 EC 304 821

Dev, Poonam C.; Belfiore, Phillip J.
Mainstreaming Students with Disabilities: Teacher Perspectives in India.
PUB DATE- Apr 96
NOTE- 29p.; Paper presented at the Annual International Convention of the Council for Exceptional Children (74th, Orlando, FL, April 1-5, 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Disabilities; Educational Practices; Elementary School Teachers; Elementary Secondary Education; Foreign Countries; *Inclusive Schools; Learning Disabilities; Mainstreaming; Mental Retardation; Physical Disabilities; Secondary School Teachers; *Student Placement; *Teacher Attitudes
IDENTIFIERS- *India (New Delhi)

ED 395 445 EC 304 840

Stremel, Kathleen; Wilson, Rebecca M.
Communication Interactions. Three Fact Sheets.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- Aug 95
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Children; Communication (Thought Transfer); Communication Skills; *Deaf Blind; Evaluation Methods; *Expressive Language; Individualized Programs; Interaction; *Interpersonal Communication; *Language Acquisition; *Nonverbal Communication; *Receptive Language; Skill Development

This document consists of three separately published fact sheets (for parents and teachers of children who are deaf-blind) combined here because of the close relationship of their subject matter: (1) "Communication Interactions: It Takes Two," by Kathleen Stremel; (2) "Expressive Communication: How Children Send Their Messages to You," by Kathleen Stremel; (3) "Receptive Communication: How Children Understand Your Messages to Them," by Rebecca M. Wilson. The first fact sheet defines communication; suggests ways to find opportunities for interactive communication; offers specific suggestions for improving interactions (such as interacting often, allowing the child to participate in as many activities as possible, and providing examples for others); and gives an example. The second fact sheet defines expressive communication, lists reasons to communicate, explains use of a communication map to assess the child's expressive communication, recognizes the progressive nature of communication development in planning and individualized program, and presents guidelines for developing an effective communication program. The third fact sheet defines receptive communication, offers tips for sending effective messages, and explains use of a communication map to evaluate the child's current receptive language abilities and design a program for the child based on his/her hearing and vision, motor abilities, and cognitive abilities. Each fact sheet also includes an annotated list of suggested resources. (DB)

ED 395 446 EC 304 841

Special Education Services Comprehensive Program: Information Handbook.
PUB DATE- 95
NOTE- 29p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Basic Skills; *Behavior Change; *Behavior Disorders; Behavior Problems; Foreign Countries; High Risk Students; *Inclusive Schools; *Individualized Programs; Interpersonal Competence; *School Readiness; Secondary Education; Skill Development; Social Integration; *Special Classes; Student Development; Study Skills
IDENTIFIERS- Peterborough County Board of Education ON

ED 395 465 FL 023 795

Hussein, Anwar Ahmed
Preparation of Administrators for English as a Second Language Programs.
PUB DATE- May 93
NOTE- 130p.; Doctoral Dissertation, Arizona State University.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Dissertations/Theses - Doctoral Dissertations (041),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Administrator Education; Applied Linguistics; Curriculum Design; Educational Attitudes; Elementary Secondary Education; *English (Second Language); Experiential Learning; *Graduate Study; Higher Education; Professional Development; *Program Administration; Program Effectiveness; *Relevance (Education); *Second Language Programs; Surveys

A study was undertaken to assess the adequacy of current Master's and doctoral English-as-a-Second-Language (ESL) and applied linguistics program curricula in preparing administrators acquainted with administrative theories. Secondary objectives were to determine the appropriateness of such programs in preparing students for teaching, research, and publication responsibilities, the level of satisfaction that ESL and applied linguistics specialists have with their training, and graduates' perceived level of success in supervising their programs. Data were gathered in a survey of 100 program administrators. Results show that graduates of ESL and applied linguistics graduate programs were very well prepared for their academic responsibilities but not for their administrative duties. As a result, 79 percent of respondents would like current programs to fill this gap. However, respondents reported that they were successful in supervising their programs due to administrative skills acquired through practice and experience, seeking help from other administrators and in-service training. Contains five pages of references. Appendices contain the cover letters, the survey instrument, and a list of institutions surveyed. (Author/MSE)

ED 395 466 FL 023 796

Jacobson, Steven A.
Reading and Writing the Cyrillic System for Siberian Yupik.
PUB DATE- 8 May 90
NOTE- 34p.
LANGUAGE- English; Yupik
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Cyrillic Alphabet; English; *Eskimo Aleut Languages; Foreign Countries; Handwriting; Linguistic Borrowing; Phonology; Regional Dialects; Russian; Uncommonly Taught Languages; Writing Exercises; Writing Instruction; *Yupik
IDENTIFIERS- *Orthography; *Transcription; USSR

This guide is designed for St. Lawrence Islanders (Alaska) wishing to learn the Cyrillic system for writing the Yupik language as used in the Soviet Union. It presumes knowledge of the St. Lawrence Island writing system, and can be used independently or with the help of an instructor. The guide comprises 10 lessons, each of which contains writing and transcription exercises. Lesson topics are: a first group of Cyrillic letters, vowel length, a second group of letters, the

ED 395 489   FL 023 821

Miyaoka, Osahito; Mather, Elsie
Yup'ik Eskimo Orthography and Answer Guide to Yup'ik Eskimo Orthography.
PUB DATE- 79
NOTE- 223p.; Separate "Answer Guide" presented by Steven Jacobson and Anna Jacobson.
LANGUAGE- English; Yupik
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Reference Materials - Vocabularies/Classifications (134),Reference Materials - Vocabularies/Classifications (134)
DESCRIPTORS- Alaska Natives; *Alphabets; Morphology (Languages); Native Language Instruction; Phonology; Punctuation; Stress (Phonology); Uncommonly Taught Languages; *Written Language; *Yupik
IDENTIFIERS- Alaska; *Orthography

This text of Yup'ik (a southwestern Alaskan Eskimo language) orthography is intended for individuals wishing to read and write in Yup'ik as a first or second language. The first chapter gives details on the Yup'ik alphabet and contains a pronunciation exercise. Subsequent chapters present information, with exercises, on: vowels; double vowels and vowel clusters; stops; syllables; lengthening; gemination; apostrophe; fricatives; nasals, consonants (summarized); hyphen; apostrophe (summarized); and stress. Several review exercises are included. Contents are indexed. An answer key by other authors is presented in a separate volume. (MSE)

ED 395 490   FL 023 822

MacLean, Edna Ahgeak
North Slope Inupiaq Grammar, First Year. Third Edition, Revised, with Supplement: North Slope Inupiaq Dialogues.
PUB DATE- 93
NOTE- 306p.; For a related document, see FL 023 823.
LANGUAGE- English; Inupiaq
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Alaska Natives; *Dialogs (Language); Glossaries; *Grammar; *Inupiaq; Language Patterns; Morphology (Languages); *Phonology; Pronunciation; *Regional Dialects; Uncommonly Taught Languages
IDENTIFIERS- Alaska (Northwest)

The text covers the phonology and grammar of the variety of Inupiaq, an Eskimo language, spoken in northwestern Alaska. A introductory section explains and maps the geographic distribution of Inupiaq dialects. Subsequent chapters address these topics: pronunciation; phonological processes in Inupiaq; Inupiaq morphology; intransitive verbs; absolutive nouns; intransitive verbs and indefinite objects; locative, terminalis, and ablative noun cases; transitive verbs; relative nouns and interrogative pronouns; possessed absolutive nouns; modalis, vialis, and similaris noun cases; transitive indicative and interrogative moods; and demonstrative pronouns. Three glossaries (stems, postbases and enclitics, and endings) are appended and the grammar's contents are indexed. The separate 13-page supplement contains a series of 13 North Slope

ED 395 511 FL 023 860

Dwyer, Eileen; Heller-Murphy, Anne
Japanese Learners in Speaking Classes.
PUB DATE- 96
NOTE- 12p.; For complete volume, see FL 023 856.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Classroom Environment; *Communication Apprehension; *English (Second Language); Ethnic Groups; Foreign Countries; Group Dynamics; Higher Education; Intercultural Communication; Interpersonal Communication; Japanese; Second Language Learning; *Sociocultural Patterns; *Speech Communication; Student Attitudes; Teacher Attitudes; *Teacher Student Relationship
IDENTIFIERS- Japanese People; University of Edinburgh (Scotland)

This project investigated the possible causes of and solutions to the reticence of many Japanese students attending General English courses at the University of Edinburgh Institute for Applied Language Studies (Scotland). It was suspected that students' reticence affected their rate of learning and personal improvement as well as the general dynamics of the multi-national classes they attended. Information was gathered in extensive guided, open-end question interviews for over 2 years; 19 students were interviewed intensely. Results suggest that certain socio-cultural factors were significant causes of reticence while activities involving an element of duty to others might encourage Japanese learners to speak more openly. Usefulness and coercion were found to be the two main concerns of students. It was also found that many Japanese students themselves did not feel that speaking was a priority, although it did appear to be a priority for their teachers, suggesting that perhaps the teachers need to adapt to more silence in the Speaking class. Suggestions for encouraging more speaking include role-playing, explicit requests to speak by the teacher, additional reading skills development, coercive-type activities that require speaking, and changing teacher expectations of students and self. (Contains 16 references.) (NAV)

ED 395 512 FL 023 861

Iwamoto, Noriko
Constructing Reality through Metaphorizing Processes in Wartime Reporting.
PUB DATE- 96
NOTE- 18p.; For complete volume, see FL 023 856.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Diachronic Linguistics; *Discourse Analysis; English; Expository Writing; Foreign Countries; Japanese; Journalism; Linguistic Theory; *Metaphors; National Defense; *Newspapers; Social History; *War; Writing (Composition); Writing Attitudes; *Written Language
IDENTIFIERS- *Japan; Systemic Functional Model (Language Development); *Transitivity

This paper considers the relationship between the "context of a situation" and the "metaphorically construed" reality within the transitivity paradigm of Systemic Functional Grammar. The

ED 395 532 HE 029 186

Hesselbein, Frances, Ed.; And Others
The Leader of the Future. New Visions, Strategies, and Practices for the Next Era. First Edition. Drucker Foundation Future Series.
PUB DATE- 96
NOTE- 319p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Administrator Behavior; Business Administration; Higher Education; *Leadership; *Leadership Qualities; *Leadership Training; *Management Development; Models

The 31 papers in this volume address the requirements and qualities of leadership and leaders in the organization of the future. Papers are grouped into the following categories: Leading the Organization of the Future, Future Leaders in Action, Learning to Lead for Tomorrow, and Executives on the Future of Leadership. Some of the papers included are: (1) "The New Language of Organizing and Its Implications for Leaders" (Charles Handy); (2) "Leading the De-Jobbed Organization" (William Bridges); (3) "Leading from the Grass Roots" (Sally Helgesen); (4) "Creating Organizations with Many Leaders" (Gifford Pinchot); (5) "Leading Learning Organizations: The Bold, The Powerful, and The Invisible" (Peter M. Senge); (6) "Leadership and Organizational Culture" (Edgar H. Schein); (7) "Leading a Diverse Work Force" (John W. Work); (8) "Turning the Organizational Pyramid Upside Down" (Ken Blanchard); (9) World-Class Leaders: The Power of Partnering" (Rosabeth Moss Kanter); (10) "Seven Lessons for Leading the Voyage to the Future" (John M. Kouzes, Barry Z. Posner); (11) "Leaders Who Shape and Keep Performance-Oriented Culture" (James L. Heskitt, Leonard A. Schlesinger); (12) "The 'How To Be' Leader" (Frances Hesselbein); "On Future Leaders" (Richard Beckhard); and "Peacetime Management and Wartime Leadership" (Judith M. Bardwick). (CK)

ED 395 533 HE 029 187

Fisher, James L.; Koch, James V.
Presidential Leadership: Making a Difference. American Council on Education/Oryx Press Series on Higher Education.
PUB DATE- 96
NOTE- 421p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Administrative Organization; *Administrator Role; *College Governing Councils; *College Presidents; Community Relations; *Educational Administration; Higher Education; *Leadership Qualities; Models; Political Influences; Racial Differences; Sex Differences

This work focuses on the transformational theory of leadership, which advocates appointment of a strong charismatic president to lead and transform the university through the power of his or her own vision for the future. The authors argue that this type of leadership is far more effective than the transactionalist leadership style, which emphasizes collegial leadership based upon consensus. The authors believe the transactionalist leadership style has contributed in recent

ED 395 554 HE 029 213

Scheurman, Geoffrey
Faculty Members' Assumptions about College Students' Reasoning.
PUB DATE- Apr 96
NOTE- 25p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cognitive Development; *College Faculty; *Course Objectives; *Critical Thinking; Graduate Students; Higher Education; Interviews; Measurement Techniques; Models; Questionnaires; Reflective Teaching; Self Concept; Self Evaluation (Individuals); *Teacher Attitudes; Teaching Methods

This paper reports on a study investigating the beliefs of general education faculty, including their assumptions about "typical" undergraduates' approaches to reasoning. The article maintains that in studies designed to identify and examine variables affecting complex cognitive tasks, researchers have discovered that performance often depends on individual epistemological beliefs. In addition a growing consensus is reported that adult reasoning behavior is affected by cognitive developmental patterns that evolve beyond adolescence. The Reflective Judgment Model served as the basis for the study. Seven faculty members completed a questionnaire on courses and students taught, focus of teaching and prior experience as well as the California Critical Thinking Disposition Inventory. The professors were then interviewed by a graduate student regarding their course goals, teaching and assessment methods and kinds of assignments given to students and given a task involving judging reflective thinking levels of typical responses to a problem. The study found that, in general, professors assumed that their students possess epistemic beliefs consistent with the earliest levels of reflective judgment, whereas they view their own approach to reasoning as consistent with the very highest stages. Appendices provide more detail on the measures used and a graphical representation of the results. (Contains 23 references.) (CK)

ED 395 555 HE 029 214

Sharp, Sally; And Others
Insider Information: Social Influences on College Attendance.
PUB DATE- Apr 96
NOTE- 45p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April, 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; Academic Aspiration; Access to Education; College Bound Students; *College Choice; Decision Making; *Ethnic Groups; Higher Education; Noncollege Bound Students; Parent Influence; Self Concept; Sex; *Social Influences; *Socioeconomic Status; Student Attitudes; *Student

On the basis of responses from readers and an analysis of the content and format of the newsletters, project staff recommended an expansion to 12 pages each month and changes to enhance its readability and attractiveness. (Ten issues of "What's the Buzz?" are attached. Articles are on these topics: state adult literacy resource centers, regional staff development centers, Adult Basic and Literacy Education (ABLE) Bureau information and personnel, Pennsylvania ABLE programs and practitioners, Pennsylvania adult students, professional development, grant information, conferences and workshops, professional organizations and coalitions, and publications.) (YLB)

ED 395 099 CE 069 832

Halperin, Samuel
A Workforce Development System for the United States: A Dream Deferred.
PUB DATE- 95
NOTE- 26p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Economic Development; *Education Work Relationship; Employment Patterns; Employment Problems; *Employment Programs; Futures (of Society); *Job Development; Job Training; *Labor Force Development; Labor Utilization; Policy Formation; Postsecondary Education; *Public Policy; Unemployment

The United States has never had a consistent, unified work force development system. Instead, because of citizens' preference for decentralized government, most efforts at work force development have been sporadic and localized. From the 1960s until the early 1990s, Congress enacted between 125 and 175 narrowly-focused categorical employment training programs administered by over 20 federal agencies. Even these efforts, however, were fragmented and directed mostly at minority groups and disadvantaged populations. When President Clinton was running for office and for the first 2 years after his election, programs were proposed that would have created a work force development system, including educational reforms, job training, employer investment, and job creation. With the political changes of 1994, however, most efforts at work force development have been halted. Older job training programs have been slashed and new initiatives seem doomed for the present and foreseeable future. Only when citizens tire of having their standard of living slip and seeing their children without the prospect of jobs that pay a living wage will they demand a change in policy that will lead to more coordinated efforts toward job creation and worker training. (This paper includes facts about the U.S. labor force, 1994 youth employment statistics, an American Youth Policy Forum position paper on linking school and employment, and a list of elements of an effective work force development system.) (KC)

ED 395 100 CE 069 884

Hodkinson, Steve; Atherton, Margaret
The Learning Gap: Consumer Education in Schools.
PUB DATE- Jan 95
NOTE- 91p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)

than the last edition; and (2) to produce detailed descriptive lists of professional competencies for teachers in the areas of adult literacy, adult basic education, and English as a second language based on information gathered from a variety of sources, for potential use in implementing a formalized system for promoting documentation of such competencies among adult basic and literacy educators in Pennsylvania. A field focus group provided reactions to the 1992 edition of the staff handbook and an editorial board reviewed handbook content. A literature review was conducted to produce the competency lists. Based on a comparison of the overall ratings given to the two editions of the staff handbook by the field focus group, along with a comparison of the number of lower- and higher-rated articles in both editions, there is evidence to conclude that the 1995 edition better meets the needs of literacy educators in the state than did the 1992 edition. (Numerous attachments to the report are as follows: handbook writers' guidelines, editorial board letters, field focus group preproduction questionnaire, 1992 handbook contents, preproduction totals and average scores, 1992 handbook readability/clarity/focus ratings, focus group preproduction comments, postproduction questionnaire, 1995 handbook contents, postproduction totals and average scores, 1995 handbook ratings, and focus group postproduction comments.) (KC)

ED 395 119 CE 070 935

Reiff, Tana, Ed.
The Pennsylvania Adult Basic and Literacy Education Staff Handbook. 1995 Edition.
SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg. Bureau of Adult Basic and Literacy Education.
PUB DATE- 95
NOTE- 67p.; For related documents, see CE 070 934-936.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adult Basic Education; Adult Educators; *Adult Literacy; *Adult Students; Curriculum; Curriculum Development; Educational Resources; Education Work Relationship; English (Second Language); *Literacy Education; *Professional Development; State Programs; *Student Characteristics; Student Evaluation; *Teaching Methods
IDENTIFIERS- 353 Project; *Pennsylvania

This guide is for teachers, tutors, counselors, and others working with adult learners in programs of literacy, adult basic education, General Educational Development test preparation, and English as a Second Language. It is a compendium of short articles written by 50 adult basic educators in Pennsylvania. The articles provide background information and resources for literacy practitioners. The guide is organized in seven chapters. The first chapter provides background about adult education in Pennsylvania and the services of educational agencies in the state; the second chapter provides information to help educational practitioners understand the adult learner. Topics covered include the following: research application, teaching strategies and students, multiculturalism, student motivation, and addiction. In the third chapter, intake and assessment measures are discussed; the fourth chapter offers strategies for teaching adults. Supplemental activities are considered in the fifth legislation, would take and which elements it should contain. Forum participants represented business, labor, education, parents, teachers, counselors, and other interested parties. Divided into nominal groups of 8-10 at each of the forums, the 673 participants considered 2 questions: "What would you do to establish school-to-work programs in your area?"; and, "Tell us how to prepare people of all ages for occupations." Seven areas were proposed as major parts of the effort: career education, system design, partnerships, skills and competencies identified by the Secretary's Commission on Achieving Necessary Skills, promotion, work-based learning, and staff development. Recommendations were made to incorporate these areas into a school-to-work system. (KC)

ED 395 138 CE 071 548

Lewis, Robert
Up and Away: Second Careers Taking Off and Career Changers Find Road to Success Marked by Perils.
PUB DATE- 96
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Journal Articles (080)
DESCRIPTORS- *Career Change; *Career Choice; Career Education; Case Studies; *Decision Making; Demand Occupations; *Employment Problems; *Middle Aged Adults; *Older Adults; Personality Traits

These two articles, which are based on the comments of more than 2,000 readers of the American Association of Retired Persons' "AARP Bulletin," examine career changing in the United States. The first article, "Up and Away: Second Careers Taking Off," focuses on the specific careers that adults are moving into and out of and the factors driving adults to change careers, including the following: late-developing restlessness; job pressures; craving for adventure; need to help others; economic advancement; and need to find a new field after a job loss. The second article, "Career Changers Find Road to Success Marked by Perils," relates the experiences of a series of middle-age and older adult career changers to illustrate the pitfalls that may be encountered along the path to a new career. The importance of having a sense of adventure, optimism, and tenacity is emphasized along with the importance of gauging employability in a new career. Also discussed are the financial problems associated with obtaining the education that is often required to change careers, the time sometimes required to complete a career change, and possible difficulties in gaining the acceptance of younger coworkers. (MN)

ED 395 139 CE 071 551

Thompson, J. D. Ekundayo
Political Literacy and Civic Education Curriculum. An Integrated Approach.
PUB DATE- 96
NOTE- 27p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; *Citizenship Education; Course Content; *Curriculum Development; Developing Nations; Educational Needs; Foreign Countries; Government Role; *Literacy Education; State Curriculum Guides

employed at the Department of Energy's Waste Isolation Division (WID), is designed to prepare trainees to guide the career development of employees at their plant. The following topics are covered in the module's individual sections: guiding employee development (developing new/inexperienced employees, understanding the role of training in career development, identifying talent, and assessing employees and estimating their promotability); coaching for optimal performance; mentoring; career counseling (using good counseling practices and managing expectations); counseling employees regarding the WID's progression groups; making promotion decisions (exempt and nonexempt promotions, promotion from nonexempt to exempt status, and the Peter principle); and understanding/using WID's job posting system. Each section includes some or all of the following: enabling objectives, an exercise requiring trainees to evaluate a manager's effectiveness in a given scenario, and lists of good practices and practices to avoid. Concluding the module are a list of "smart moves," 30-item reference list, practice test, and test answers. (MN)

ED 395 158 CE 071 581

Administrative Requirements. MAS-112. Waste Isolation Division (WID). Management and Supervisor Training (MAST) Program.
SPONS. AGENCY- Department of Energy, Washington, D.C.
PUB DATE- 96
NOTE- 50p.; For related modules, see CE 071 569-588.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Adult Education; Affirmative Action; Agency Cooperation; Behavioral Objectives; *Business Administration; Compensation (Remuneration); Corporations; Cultural Differences; Employer Employee Relationship; *Employment Practices; Ethics; Hazardous Materials; Learning Modules; Legal Responsibility; *Management Development; Organizational Communication; *Personnel Management; Promotion (Occupational); Sexual Harassment; Supervisor Qualifications; Supervisory Methods; *Supervisory Training; Systems Approach; Vocational Education; *Waste Disposal
IDENTIFIERS- *Radioactive Wastes

This learning module, which is part of a management and supervisor training program for managers and supervisors employed at the Department of Energy's Waste Isolation Division (WID), is designed to prepare trainees to carry out administrative requirements effectively. The following topics are covered in the module's individual sections: program management systems, corporate relationships with WID, and lines of communication; corporate and division policies, procedures, and instructions; hiring, promotion, and discipline policies; sexual harassment policies; fitness for duty; diversity and affirmative action programs; WID's employee compensation program; and procedures for obtaining support in legal and ethical matters. Each section includes some or all of the following: enabling objectives, an exercise requiring trainees to evaluate a manager's effectiveness in a given scenario, and lists of good practices and practices to avoid. Concluding the module are a list of "smart moves," practice test, test answers, and a 25-item reference list. (MN)

ED 395 159 CE 071 582

Regulatory Organizations and Their Requirements. MAS-113. Waste

Engineering; *Chemical Technicians; Competence; *Competency Based Education; Curriculum; *Curriculum Development; Labor Market; Needs Assessment; Questionnaires; State Surveys; Statistical Analysis; Task Analysis; *Technology Education; Two Year Colleges
IDENTIFIERS- *Chemical Process Control; *Texas State Technical College

A model curriculum for an associate of applied science degree in chemical operations technology (COT) was developed at Texas State Technical College in Marshall, Texas. First, a comprehensive analysis of the local and statewide labor market demand for trained personnel in the advanced field of COT was conducted. Next, a comprehensive task analysis was performed, and the competencies required for COT were identified. The competencies were incorporated into an associate degree-level COT curriculum that includes competencies in the areas of statistical process control and process safety management and courses in the following topics: general chemistry, composition, computer applications, college algebra, interpersonal communications, critical thinking and problem solving, plane trigonometry, basic statistics, instrumentation and control, college physics, environmental health, chemical processes and process equipment operations, plant operations and systems, and process operations safety. The curriculum and curriculum handbook were developed in both 4-semester and 6-quarter formats for use by all two-year colleges throughout Texas. (Appended are the following: project advisory committee list and minutes; industrial needs and competency analysis survey results; list of companies surveyed; curriculum and course descriptions for quarter and semester formats; and competencies and courses matrix. The curriculum materials are also included.) (MN)

ED 395 176 CE 071 623

Rural Health Occupations Model Project. Project Report.
SPONS. AGENCY- Texas Higher Education Coordinating Board, Austin.
PUB DATE- 94
NOTE- 149p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Students; *Allied Health Occupations Education; *Demonstration Programs; Disabilities; Disadvantaged; High Schools; Job Placement; Limited English Speaking; Program Development; *Program Effectiveness; Recruitment; *Rural Areas; Rural Education; Services; *Special Needs Students; *Tech Prep; Two Year Colleges; Vocational Education
IDENTIFIERS- *Lee College TX

The Lee College (Baytown, Texas) Rural Health Occupations Model Project was designed to provide health occupations education tailored to disadvantaged, disabled, and/or limited-English-proficient high school students and adults and thereby alleviate the shortage of nurses and health care technicians in two rural Texas counties. A tech prep program was developed to prepare the high school students for entry-level employment upon high school graduation and postsecondary-level further health occupations training. The adult students were given the preparatory coursework, counseling, support services, and assistance in locating financial aid required to enable them to "bridge" into the tech prep program at the community college level. Of the 21 adults enrolled in the project during its

Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- Adult Students; Attention Deficit Disorders; Cognitive Processes; *College Programs; *College Students; Dyslexia; Guides; Hyperactivity; *Learning Disabilities; Perceptual Impairments; Program Development; *Student Characteristics; Teaching Methods; *Tutoring; Tutors; Two Year Colleges; *Videotape Cassettes; Vocational Education; Writing Difficulties

A project conducted at Tyler Junior College (Texas) developed a video and a handbook to train tutors and assist instructors to: employ learning strategies developed specifically for occupational students with learning disabilities and/or attention deficit disorder (ADD); build affective skills on their advisory tutors/students; and strengthen the study skills of their tutors and students. This packet includes the project report with the script for the videotape, the handbook, and seven exercises used in the tutor's workshop. The handbook consists of six sections. The first section introduces the handbook and the project and explains how to use the handbook and the video and how to build a college's tutor training program. In the second section, learning disabilities are defined and students with learning disabilities are interviewed, along with a parent of two students with learning disabilities. The third section covers specific learning disabilities, including dyslexia, dysgraphia, dyscalculia, scotopic sensitivity syndrome, and attention deficit disorder. Cognitive study skills are discussed in the fourth section. Affective skills are the subject of the fifth section; it identifies issues and problems and suggests strategies for dealing with affective issues such as feelings, self-concept, and time management. The final section, the appendix, contains informational materials for administrators, peer tutors, classroom instructors, and counselors, along with a reference list of 81 books and journal articles and 4 videos. (KC)

ED 395 194 CE 071 695

Kulich, Jindra

Adult Education in Continental Europe: An Annotated Bibliography of English-Language Materials 1992-1994. Monographs on Comparative and Area Studies in Adult Education.

PUB DATE- 96

NOTE- 271p.; For earlier editions, see ED 221 744, ED 241 756, ED 285 001, ED 317 852, and ED 356 353.

LANGUAGE- English

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

PUB TYPE- Reference Materials - Bibliographies (131)

DESCRIPTORS- *Adult Education; Adult Educators; Adult Programs; Annotated Bibliographies; Anthologies; Biographies; College Programs; Community Education; Comparative Analysis; Correspondence Study; Dictionaries; Directories; Educational Change; Educational Legislation; *Educational Practices; *Educational Research; *Educational Theories; *Educational Trends; Evening Programs; Extension Education; Financial Support; Folk Schools; Foreign Countries; International Cooperation; International Organizations; Regional Programs; Residential Programs; Resource Materials; School Districts; Statewide Planning; Teacher Education; Voluntary Agencies; Yearbooks

IDENTIFIERS- *Europe

This annotated bibliography contains 1,033 entries describing English-language materials regarding adult education (AE) in designed to help teachers, parents, and school board members assess the sponsored materials and activities offered to the school. The guidelines aim to identify good practice--where the marketing message is balanced by genuine educational benefit. They offer criteria related to the following: (1) educational value and curriculum relevance; (2) balance and objectivity; (3) consultation and testing; (4) sales and promotional messages; (5) sponsored gifts, awards, voucher schemes, and other promotional/marketing activities; (6) unsolicited marketing activity; (7) avoiding stereotypes; and (8) description and labeling. Eight sources of additional information are listed. (YLB)

ED 395 212 CE 071 750

Boser, Richard; And Others
The Effect of Selected Instructional Approaches in Technology Education on Students' Attitude toward Technology.
SPONS. AGENCY- Council on Technology Teacher Education, Reston, VA.
PUB DATE- May 96
NOTE- 23p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Attitude Change; Classroom Techniques; Educational Research; Grade 7; Industrial Arts; Interdisciplinary Approach; Junior High Schools; Learning Modules; Middle Schools; Problem Solving; *Sex Differences; *Student Attitudes; *Teaching Methods; *Technology; *Technology Education
IDENTIFIERS- Middle School Students

A pre- and posttest research design was used to ascertain whether instructional approaches used by technology teachers affected the attitudes of 155 seventh-grade students toward technology. It also determined whether males and females responded differently to these instructional approaches. A validated attitudinal instrument, the Pupils' Attitudes Toward Technology-USA version (PATT-USA), was administered to intact classes of technology education students in four middle schools at the beginning and end of a 9-week class session. The students were enrolled in technology education programs using one of four instructional approaches: interdisciplinary, modular, problem centered, and industrial arts. A multivariate analysis of variance was used to investigate differences among the four instructional approaches. Follow-up procedures included an analysis of variance and Tukey post-hoc test. Similar analysis procedures were used to ascertain whether gender affected students' attitude toward technology. Results indicated the following: (1) the instructional approach did affect students' attitude toward technology, with the interdisciplinary approach changing attitudes the most and industrial arts having the least impact; (2) male and female students had different attitudes toward technology in regard to gender appropriateness, difficulty, and interest, with males having stereotypical views of females' abilities; (3) although attitudes were affected, there was no clear direction of change; (4) students perceived the benefits of technology but had narrow concepts of what comprised technology; and (5) students' attitudes toward technology were generally consistent with previous PATT and PATT-USA studies. (Contains 34 references.) (Author/YLB)

ED 395 213 CE 071 751

This paper reports on a small college's efforts to interest more psychology majors in research projects and to help all students enrolled in psychology courses improve their research and writing skills. Rather than have their students complete a literature review or term paper within the confines of one semester, faculty introduced a step-by-step procedure in which student research is incorporated into the psychology program sequence. Outlined here is the sequence of courses devised for the students. Since inception of the program, psychology instructors have reported a substantial increase in student research projects. The quality of students' work is higher, and both psychology and non-psychology majors are more interested in presenting their work at regional conferences. (RJM)

ED 395 231 CG 026 963

Steward, Robbie J.; Wright, Doris J.
Multicultural Counseling Training and Ratings of "Culturally Sensitive" and "Culturally Insensitive" White Counselors by White Counselor-trainees.
PUB DATE- Mar 96
NOTE- 26p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Counseling; *Counselor Attitudes; Counselor Characteristics; *Counselor Training; *Cultural Awareness; Multicultural Education; Opinions; *Sensitivity Training; *Whites
IDENTIFIERS- Counselor Effectiveness; *Cultural Sensitivity

Research in multicultural literature addressing the dynamics among Whites have primarily addressed counselor-client dyads. This study examines how training in multicultural awareness, knowledge, and skills influences the evaluation of White counselors' multicultural counseling competence. Fifty-four White Americans enrolled in American Psychological Association-approved counseling psychology graduate programs viewed videotapes of one "culturally sensitive" and one "culturally insensitive" counselor. Both counselors were working with an African American male client discussing problems of racial discrimination in the work environment. Findings suggest that while multicultural training significantly influenced the evaluation process of the "culturally sensitive" counselor, no significant contribution was made to the variance in ratings of the "culturally insensitive" one. Some trends which emerged from the results include the following: (1) The difference between ratings of a "culturally sensitive" and "culturally insensitive" counselor is greater when White raters report more extensive multicultural counseling training; (2) White raters with more multicultural training tended to evaluate a White "culturally sensitive" counselor more positively than those with less training; and (3) If the White rater is responsible for evaluating more than one counselor in a group featuring a wide range of multicultural competencies, "culturally sensitive" White counselors might be penalized in the evaluation process. (RJM)

ED 395 232 CG 026 976

Cohen, Elena; And Others
Comprehensive Community-Building Initiatives: A Strategy To Strengthen Family Capital. Background Briefing Report.
SPONS. AGENCY- Annie E. Casey Foundation, Baltimore, MD.
PUB DATE- 96

the stigma attached to mental illness and the associated help seeking process. This study investigated the effects of an instructional unit on mental illness and related issues on rural adolescents' concept of mental illness and their attitudes about seeking professional help for emotional problems. A total of 40 students enrolled in a rural high school were chosen as participants. Twenty were designated as the treatment group and 20 served as the control group. Survey instruments were administered to gather data on 2 dependent variables: (1) participants' concepts of mental illness; and (2) participants' attitudes toward seeking psychological help. Results indicated that changes in both variables were significant, and furthermore, that these changes did not decrease significantly when tested again 12 weeks later. These results are discussed in the context of educating rural youth about mental illness with the express purpose of removing the stigma associated with the help seeking process. (Contains 16 references and 1 table.) (Author/RB)

ED 395 251 CG 027 066

Wiens, Gregory A.; Dziuban, Charles D.
Identifying Adolescent Strategies.
PUB DATE- Apr 96
NOTE- 31p.; Paper presented at the Annual Conference of the American Educational Research Association (New York, NY, April 8-12, 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Adolescent Development; Adolescents; *Behavior Rating Scales; *Behavior Theories; *Parent Child Relationship; Personality Assessment; Personality Measures; Psychological Evaluation; Scaling; Secondary Education; *Teacher Student Relationship; Test Construction

The difficulty in understanding adolescent behavior often causes adults to react in unhealthy ways, leading to the deterioration of adult-child relationships. The purpose of this study was to determine the feasibility of scaling constructs which adolescents use in their daily coping; constructs which can be understood, administered, and interpreted by parents and educators. These constructs were: (1) personality type, (2) intellect, (3) education, (4) character, (5) sophistication, and (6) rate of maturity. These components work independently as well as interact with each other. Presentations, training, and follow-up interviews were used to determine the usefulness of the construct model, as well as the "LASA" instrument devised in order to examine the components of adolescent behavior. Adults were found to be eager for help in understanding their student or child. The model as presented gave them insights into understanding, while the instrument gave them a tool to begin to apply that understanding in a specific adolescent's life. The "LASA" instrument appears to be useful as an heuristic test, that is, one that promotes discussion between adults and adolescents on the behavior of both. Contains 19 references and 21 tables of data and statistical analysis. (TS)

ED 395 252 CG 027 067

Ramirez, Manuel, III
Historical Development of the Concept of the Multicultural Personality: A Mixed Ethnic Heritage Perspective.

hypotheses: (1) that there is a low or negligible correlation between the chronological age at which a child enters kindergarten and a sample of the child's overall reading ability by the end of third grade; and (2) that there are no gender differences between reading achievement of similarly aged entrants. The population selected for this study included only students who entered kindergarten in the Hillside School System in New Jersey between January 1, 1986 and December 31, 1986 and continued in the district until their third-grade year. Using cumulative records, data were gathered on each student's birthdate, gender, and national percentile rank composite reading score on the Metropolitan Achievement Test (MAT) given in April (1995) of their third-grade year. The population was divided into early, medial, and late entrants. Results proved both hypotheses to be true. Conclusions would suggest that districts should use a multifaceted approach in the assessment of school readiness. Chronological age and gender do not seem to be adequate ways of predicting third-grade reading success. (Contains 6 tables of data, a section on related research, and 27 references. An appendix contains study population data.) (TB)

ED 395 271 CS 012 428

Bradley, Mimi
Negotiating Literate Actions through Discourse: Teacher as Participant/Observer.
PUB DATE- Apr 95
NOTE- 10p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Classroom Research; Drama; Ethnography; Grade 6; *Group Discussion; *Group Dynamics; Intermediate Grades; Participant Observation; Peer Influence; *Peer Relationship; Playwriting; *Reader Response; Self Directed Groups; Short Stories; *Teacher Role
IDENTIFIERS- *Discourse Communities; *Response to Literature

A study explored how small groups of student readers interacted in a classroom over time to interpret short stories assigned by a teacher who functioned as participant/observer. The study focused on multiple readers in actual classroom situations to consider the relationship between the social and academic elements observable during day-to-day classroom life. The purpose of the investigation was to describe the nature of reader response as it took place in two small, ongoing task groups in school when the teacher did not intervene in group discussion. Study design emerged from the question, "What happens when groups of sixth graders meet over time to read and discuss a short story for the purpose of reconstructing and performing it as a play?" For 6 weeks, eight student volunteers met in two separate discussion groups to read, discuss, rewrite, and perform a short story as a play. Data were collected using an ethnographic system. During the first 2 days, the researcher participated in the role of teacher. During the remaining 4 she acted as an observer, viewing the group through a video camera. Results made visible the relationship between the academic and social nature of classroom task accomplishment. In group 1, one or two people dominated; talk was used to constrain group academic movement are essential to the progress of the educational system and to the success of its students. However, the role of direct, decoding skills instruction in education must be allowed to resurface from its current subordinate position to being one of several key elements in teaching children to read. (CR)

ED 395 290 CS 012 457

Terry, Julie
Reading Assessment: The Ongoing Debate.
PUB DATE- 96
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Achievement; Elementary Secondary Education; Evaluation Methods; Program Descriptions; *Reading Achievement; Standardized Tests; *Student Evaluation; Testing Problems; Test Reliability
IDENTIFIERS- *Authentic Assessment; Test Customization

Year after year, students, teachers, administrators, politicians, and parents are faced with the dilemma of reading assessment. Sheila Valencia (1990) feels that reading assessment has become a hot topic because the outcome tends to differ from school to school. Evaluations should be authentic and trustworthy. Roger Farr (1992) has noted that the assessment needs of various groups (teachers, students, school administrators, the public/press and parents) tend to be dramatically different, which can create a kind of wall separating the groups. A Canadian school district (Bembridge, 1992) developed its own assessment system--a Multi-Layered Assessment Package which included a set of procedures accompanied by suggested books, transcripts, and retelling and recording forms. Barbara Kapinus (1994) believes that individualized assessment is an excellent means of evaluation. It is concluded that a customized evaluation procedure should be developed for individual school districts with regard to previous learning and environmental influences. (RS)

ED 395 291 CS 012 458

Rights, Mollie
Family Literacy Research: A Review of Five Journal Articles.
PUB DATE- 96
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Family Environment; Family Influence; *Family Involvement; *Family Programs; *Family Role; Foreign Countries; *Literacy; Parent Child Relationship; *Parent Participation; Reading Achievement; Reading Attitudes
IDENTIFIERS- Australia; *Family Literacy; Georgia; Iceland

This paper reviews 5 articles published in 1995 on family literacy research. The articles reviewed are: (1) a study on literacy in Iceland by Ronald Taylor which examined how Icelandic families share language and reading related activities; (2) an article by Barbara Moss and Gay Fawcett which describes and comments on different home literacy environments that influence highly literate adults in the United States; (3) an article by Trevor Cairney and Lynne Munsie which describes the goals of the "Talk to a Literacy writing grade were analyzed to determine the correlation between self-esteem and writing ability. Results of the study supported the hypothesis that students' self-esteem levels do not show a significant correlation with proficiency level of writing. Given the negative results of this study, further research could include investigation into other factors responsible for the generally low levels of writing proficiency seen by so many freshmen community college students. Although entities outside the educational system, economic indicators, home environment, social class, or ethnic membership often have been considered as the rationale for poor performance, studies into the affective domain may shed light on the problem. While this study's negligible correlation between self-esteem and writing ability challenges any significant connection, it might be helpful if teachers were given guidance regarding their own behaviors and attitudes which can enhance achievement. As well, teachers should develop greater understanding and willingness to seek, encourage, and appreciate their student's efforts. (Contains 2 tables of data, a section on related literature, and 37 references.) (Author/TB)

ED 395 312 CS 215 277

Burley, Hansel; And Others
A CHAID Analysis of a Diagnostic Writing Sample as a Placement Tool for Freshman Composition.
PUB DATE- 27 Jan 96
NOTE- 34p.; Paper presented at the Annual Meeting of the Southwest Educational Research Association (New Orleans, LA, January 25-27, 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Basic Writing; Community Colleges; *Freshman Composition; *Grading; Higher Education; Open Enrollment; Statistical Analysis; *Student Evaluation; *Student Placement; *Writing Evaluation; Writing Research; *Writing Skills; Writing Tests
IDENTIFIERS- Chi Square Automatic Interaction Detector; *Placement Tests; Texas; Writing Samples

Proper placement of students into either remedial writing or Composition I can be crucial to their success in higher education. Using a database of nearly 6,000 students who entered an open admissions community college in Texas, the researchers attempted to discover the best predictor of student success in Composition I. For students who took a locally scored entry/placement test, the best predictor of success in Composition I was the reading portion of the test, not the writing portion. For students taking a statewide test, the best predictor was the writing portion of that test. For students taking both the local and the statewide test, the best predictor of Composition I performance was passing or failing the writing portion of the statewide test. The researchers concluded that the major differences between the 2 groups had to be the grading practices of the locally administered test. The researchers recommend that the community college emulate the grading procedures used by the administrators of the statewide test and/or writing assessment theorists, like E. M. White, who maintain that holistic scoring, with all its notations, is the most successful method of scoring writing in quantity that is now available. He recommends the use of 6 procedures: (1) controlled essay reading; (2) a scoring criteria guide; (3) anchor papers; (4) checks of reading in

Language Arts document; efforts to include media literacy standards in curriculum guidelines; reduced funding for institutions (such as public broadcasting) which have produced some of the better instructional materials dealing with media education; and the growing confusion among educators about how media literacy differs from mastery of technologies that have applications to traditional reading and writing pedagogies. (RS)

ED 395 332 CS 215 329

Xu, Wenying
Resistance to the Domestication of Texts in the World Literature Class.
PUB DATE- Mar 96
NOTE- 14p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (47th, Milwaukee, WI, March 27-30, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cultural Context; Empathy; Higher Education; Instructional Innovation; *Interpretive Skills; *Literature Appreciation; *Student Attitudes; *World Literature; *Writing Assignments
IDENTIFIERS- *Contact Literature; Cultural Hegemony; Response to Literature; Third World

The act of reading is always interpretation through the lens of an individual's own culture and value system. In a World Literature class the encounter between American readers and a text from a different culture can produce 3 results: reading into it the individual's own world; translating the alien into the familiar; and appreciating its cultural differences. In a serious engagement in a cross cultural dialogue with authors and characters, students must learn both to let differences remain and how to open up their pre-judgments and thus themselves to serious challenge and unpredictable change. Like learning a foreign language, the student of World Literature essentially takes a leap of faith and enters a different world. Techniques which can help monocultural students achieve some empathy with another culture are: (1) free-writing and focused exercises; (2) acting out scenes from the text; (3) creative writing using characters, settings, etc. from texts; and (4) use of concrete language in describing emotions and experiences that seem all too familiar. When "Third World" texts are taught, the issue of authenticity of such cultures must be questioned--writing in the language of the colonizer itself poses questions. A sense of history should be enhanced in students--the pedagogy of auto-critique refuses to let individuals see themselves as the origin of meaning. Meanings are made by people situated in particular traditions, speaking particular languages, immersed in heritages of their own, and fastened to histories of and beyond time. (NKA)

ED 395 333 CS 215 335

Ferra, Lorraine
A Crow Doesn't Need a Shadow: A Guide to Writing Poetry from Nature.
PUB DATE- 94
NOTE- 120p.; Illustrations by Diane Boardman.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

*Mass Media; *Speech Communication; Theater Arts
IDENTIFIERS- *Ohio Northern University

The spring of 1995 brought the onus of assessment to the Department of Communication Arts at Ohio Northern University (ONU). Often seen as a painful process, departmental assessments can become productive endeavors. Although, as a private institution, ONU is not subject to the dictates for assessment from the State Board of Education, assessment procedures have been built into the institutional structure. At ONU, assessment involves the process of self-examination by the college faculties, assisted by the Office of Institutional Research. Assessment of student learning outcomes at ONU is built upon a decentralized approach initiated at the level of the individual major program. All must be consistent with the University and respective college and department mission statements. The highest tier in the University's assessment structure is the University Assessment Committee. Next are the respective college assessment committees. The third level is the Department of Communication Arts, which created a successful and productive assessment plan for the Speech Communication Concentration including a goal statement, learning outcomes with assessment thereof, assessment benchmarks, program evaluation, and a matrix for assessment. The initial onus of assessment as imposition and threat has, indeed, become an opportunity for faculty and students to engage in a productive endeavor. (CR)

ED 395 351 CS 509 266

Slaight, Craig, Ed.; Sharrar, Jack, Ed.
Multicultural Monologues for Young Actors. The Young Actors Series.
PUB DATE- 95
NOTE- 107p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Collected Works - General (020),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Acting; *Characterization; Cultural Context; *Cultural Pluralism; *Drama; Higher Education; *Monologs; Secondary Education
IDENTIFIERS- *Audition (Theatrical); Childrens Theater; *Multicultural Materials

This book presents 62 monologue selections from diverse cultures for young actors to perform. The book's selections offer "quality literature by significant writers." Some of the writers represented in the book are George C. Wolfe, Miguel Pinero, Lorraine Hansberry, Amiri Baraka (LeRoi Jones), John M. Synge, Yukio Mishima, Reynolds Price, and John Leguizamo. The selections include speeches from plays, first-person poetry, and cuttings from fiction and are divided into monologues for young women and monologues for young men. The book reminds young actors that their chosen selections should be appropriate for the requirements of an audition and should meet audition time limits. (NKA)

ED 395 352 CS 509 268

Boileau, Don M.
Scanning the Present: Creating the Future--Trends in Education.
PUB DATE- 19 Apr 96
NOTE- 10p.; Paper presented at the Annual Meeting of the Central States Communication Association (St. Paul, MN, April 17-21,

whose native language is not English. It favors calling such students "English Language Learners" (ELLs). The document provides specific examples of how some California schools have improved their educational programs for their ELL students. Part 1 includes descriptions of seven strategies that schools with ELL student populations have used in restructuring their educational communities. They include: (1) creating a school-within-a-school; (2) grouping students by language needs; (3) rewriting/integrating the curriculum; (4) teaching students about their community; (5) re-arranging how time is used; (6) teaching in ad hoc teams; and (7) fortifying grade-level teacher teams. Part 2 offers short descriptions of the efforts of three schools with diverse language populations engaged in restructuring strategies, which serve as a starting place for discussing change strategies, tensions in implementation, and varying school and community contexts. The third part briefly describes other restructuring options that involve the restructuring of student experiences; leadership, management, and governance; and the professional lives of teachers. A list of publications and organizations that can offer restructuring assistance is included. (LMI)

ED 395 372 EA 027 559

Mulholland, Lori A.
Charter Schools: The Reform and the Research. Policy Brief.
PUB DATE- Mar 96
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Collected Works - Serials (022)
DESCRIPTORS- *Accountability; *Charter Schools; Educational Innovation; Educational Research; Elementary Secondary Education; *Governance; Program Implementation; *School Organization; *State Legislation; *State School District Relationship

As of January 1996, 20 states had enacted charter school laws. This brief summarizes the history of charter school laws and updates their current status across the country. The brief presents the findings of various charter school research projects conducted at the state and national levels. When substantive changes have been made to existing charter school laws, the laws have usually been expanded. As of July 1995, more expansive charters have produced more startup activity. Implementation is challenging because charter school organization requires a change in roles and a shift in the assumptions and operations of public education. Additionally, legislation may encounter constitutional challenges. The document includes a chart depicting key components of "expansive" or strong charter school laws in Arizona, California, Colorado, Delaware, Massachusetts, Michigan, Minnesota, New Hampshire, New Jersey, and Texas. (Contains 15 references.) (LMI)

ED 395 373 EA 027 561

Connard, Christie; Novick, Rebecca
The Ecology of the Family. A Background Paper for a Family-Centered Approach to Education and Social Service Delivery.
PUB DATE- Feb 96
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

(3) "Education and Human Excellence" (Richard Pratte); (4) "Reform and Contradiction" (Martin W. Schoppmeyer); (5) "Making School Work for the New Majority" (Mary Anne Raywid); and (6) "The Role of Social Theorizing in Educational Research" (Spencer J. Maxcy). Chapters 7 and 8 explore comparative educational and social systems affecting educational policy: (7) "First-Level and Second-Level Philosophies: Reflections on Eastern Philosophy in a Western Context" (William F. O'Neill); and (8) "New Developments in Educational Policy in England and the United States" (George A. Male). The final chapters of the book explore the historical and biographical dimensions of education. They include: (9) "An Adventure in the History of Education" (Loraine Webster); (10) "Michael V. Belok as an Outstanding American Educator with Focus on One of His Books" (Arthur W. Munk); (11) "William Maclure (1763-1840): Philanthropist, Natural Scientist, and Educational Reformer" (Gerald L. Gutek); (12) "Progressivism and the Changing American Reader: 1880-1920 A Period of Educational and Social Change" (Millicent Drower and Joan K. Smith); (13) "The Femininization of Teaching Revisited: The Case of the Ne'er-Do-Well Man Teacher" (Clinton B. Allison); (14) "Exposing the Technocratic Perversion of Education: The Death of the Democratic Philosophy of Schooling" (Joe Kincheloe); and (15) "Profit and Loss in Higher Education" (Thomas S. Vernon). References accompany each chapter. (LMI)

ED 395 391 EA 027 581

Philipsen, Maike
Parental Involvement in School: In Search for Socially Situated Understanding.
PUB DATE- Apr 96
NOTE- 28p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12, 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; *Ethnography; High Schools; *Parent Participation; *Parent School Relationship; Public Relations; School Community Relationship; Suburban Schools; Urban Schools

This paper presents findings of an ethnographic study that analyzed the constraining and enabling dynamics of parental involvement in schools. The study was conducted at a suburban, an urban, and a rural high school, but the paper reports only the results from the suburban and urban schools. Data were derived from interviews with a total of 98 teachers and 52 parents, document analysis, and observations. Findings indicate that the degree and nature of parental involvement differ drastically between schools and within schools. Parents may be involved in many ways, including through "silent" encouragement at home of their children's educational activities. A high level of parental involvement does not always indicate positive relationships between parents and educators; sometimes school-community relations are difficult or strained. Parent participation at each of the two schools was largely influenced by whether parents felt a sense of ownership. In addition, the level and nature of parent involvement is context-specific; parent communities differ even though they may share a similar socioeconomic and racial background. Finally, educators should differentiate between long-term and short-term goals in order to improve parent involvement. Short-term goals might include providing parent meeting space, introducing voice-mail

PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Achievement; Age Differences; Behavior Patterns; *Developmental Disabilities; Elementary Secondary Education; *Emotional Disturbances; Emotional Problems; Learning Disabilities; Mental Retardation; *Peer Relationship; Questionnaires; Self Evaluation (Individuals); *Stress Variables; *Student Adjustment; Student Attitudes; *Teacher Student Relationship
IDENTIFIERS- School Situation Survey

This study examined school-related stress in children with and without disabilities, specifically the sources and manifestations of such stress and whether children with disabilities experience greater degrees of school-related stress than children without disabilities. The nondisabled group comprised 7,200 grade 4-12 students from urban and suburban school districts in Connecticut and Rhode Island. Subjects with disabilities were 249 students, of whom 43.8 percent had developmental disabilities (learning disabilities and mental retardation) and 54.2 percent had emotional disabilities. All subjects were given the School Situation Survey, a measure of school-related sources and manifestations of stress in children. (Survey items are listed.) Findings indicated that students with disabilities generally scored higher on the scales related to Teacher Interactions and Peer Interactions, while children without disabilities scored higher on scales related to Academic Stress and Academic Self Concept. However, only the intergroup differences at the high school level on the Peer Interactions and Academic Stress scales were statistically significant. Students with disabilities scored higher on all three manifestations scales (Emotional, Behavioral, and Physiological) regardless of grade level, but the only statistical significance was for middle school students on the behavioral and physiological scales. (Contains 21 references.) (DB)

ED 395 410 EC 304 803

Improving the Implementation of the Individuals with Disabilities Education Act: Making Schools Work for All of America's Children. Supplement.
PUB DATE- 26 Apr 96
NOTE- 789p.; For the original report, see ED 383 142.
LANGUAGE- English
EDRS Price- MF05/PC32 Plus Postage.
PUB TYPE- Collected Works - General (020),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Action Research; Behavior Change; *Change Strategies; Cooperative Programs; *Disabilities; Early Childhood Education; Early Intervention; *Educational Legislation; *Educational Practices; Educational Principles; Elementary Secondary Education; *Federal Legislation; Inclusive Schools; Integrated Services; Interpersonal Relationship; Mainstreaming; Minority Groups; Parent Participation; Participatory Research; Program Effectiveness; School Restructuring; School Safety; Self Determination; *Special Education; Supported Employment; Transitional Programs; Violence
IDENTIFIERS- *Individuals with Disabilities Education Act

Twenty-seven categorical and topical reports by nationally preeminent scholars comprise this report, intended to provide background information for Congress in reauthorizing the Individuals with Disabilities Education Act (IDEA). An introductory synthesis addresses principles of the IDEA,

This study surveyed general education teachers in four private elementary/secondary schools in New Delhi, India, concerning their attitudes toward mainstreaming students with mild to severe disabilities and factors that teachers considered essential for successful mainstreaming. The 98-item survey elicited 32 responses. Results are discussed in terms of the attitudes of the teachers about educating students with three types of disabilities--physical disabilities, mental disabilities, and learning disabilities. More than 78 percent of respondents expressed a willingness to educate students with disabilities in their classrooms. However, 60 percent of the teachers felt that separate classes were better for students with disabilities. Teacher recommendations were organized into nine categories: (1) creating awareness, (2) early identification, (3) placement issues, (4) academic issues, (5) curriculum adaptations, (6) structural and technological adaptations, (7) social-emotional aspects, (8) parental involvement, and (9) training and administrative support. Almost all teachers felt that teaching students with disabilities required more patience, that teaching styles must be modified, and that consultation with a special educator is necessary. Specific survey responses are appended. (Contains 42 references.) (DB)

ED 395 428 EC 304 822

Procedures Governing Programs and Services for Children with Special Needs. 1996 Edition.
PUB DATE- 96
NOTE- 100p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Confidentiality; *Disabilities; Disability Identification; Due Process; *Educational Policy; Elementary Secondary Education; Preschool Education; Referral; *Special Education; *Special Needs Students; *State Regulation; Student Evaluation; Student Placement
IDENTIFIERS- *North Carolina

This document presents North Carolina regulations governing educational programs and services for children with special needs. Individual sections cover the following areas: definitions; identification, screening, evaluation and placement; observation; initial conference prior to school-based or preschool transition/placement committee referral; referral; school-based committee for students ages 5 and older; administrative placement committee for school-age students; preschool transition/placement committee; comprehensive screening and evaluation; special identification procedures; required and recommended screening and evaluation for initial placement; reevaluation; Individualized Education Program for children with disabilities; group education program for academically gifted students; written education program for pregnant students; confidentiality and access to records; continuum of programs and services and the least restrictive environment; maximum class size; due process procedures for parents and children; surrogate parents; agencies responsible for administration of procedures; free and appropriate services; disciplinary suspensions; annual census and listing of students; joint planning; private schools--standards and state board approval; responsibilities of the Exceptional Children Division; qualifications and licensure of educational personnel; categorical exceptional children funds for local education agencies; transportation; materials, supplies and

This handbook describes an alternative educational setting to prepare secondary students (usually ages 12 to 14) with behavior disorders or problems for full integration into regular secondary school programs in Peterborough (Ontario). In the program, the student's time is highly structured and closely monitored. Students receive individual assistance and counseling to help them develop more positive behavior patterns. Students are integrated in varying degrees with students in regular programs. The program focuses on development of such skills as time management, prosocial behaviors, binder organization, following directions, test-taking strategies, and using a calendar. Individual Sections address such aspects of: program purpose; admission criteria; referral procedure; student, parent, and staff responsibilities; expectations; and skills developed. Attached are letters commending the program and forms for tracking Individual Program Plan modifications. (DB)

ED 395 447 EC 304 842

Armstrong, Carl E.
The Education of Students with Mental Retardation in the United States.
PUB DATE- 96
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Definitions; Educational History; *Educational Needs; *Educational Policy; Educational Practices; Elementary Secondary Education; Incidence; *Inclusive Schools; *Mental Retardation; Teacher Education; Teacher Role

This paper reviews the education of students with mental retardation in the United States and offers recommendations to improve their instruction. It begins by discussing the American Association on Mental Retardation's definition of mental retardation and incidence/prevalence data. Disagreements about the definition and incidence data are noted. The history of the treatment and education of individuals with mental retardation in this country is briefly reviewed from the 18th century to the present, noting early institutions, evidence of maltreatment in institutions such as the involuntary sterilization of patients, the gradual provision of educational services to these students, and eventual legal access to regular school programs. Current policies and programs are critiqued, noting these students' continuing lack of access to regular classrooms. Advantages of mainstreaming (such as equal or better academic performance by students with disabilities) and disadvantages (such as lack of individual attention) are discussed. The paper recommends that general education teachers be trained to deal effectively with all students having disabilities and that schools provide supportive services to general education teachers who have students with disabilities in their classrooms. (Contains 10 references.) (DB)

ED 395 448 FL 023 646

Zhang, Zheng-sheng
Focus, Presupposition, and the Formation of A-NOT-A Questions in Chinese.
PUB DATE- 96
NOTE- 49p.
LANGUAGE- English

apostrophe and "hook," the hard sign, representing special phonemes in the Cyrillic system, Russian words in Yupik and English words in Yupik, and a reading exercise. An answer key is appended. (MSE)

ED 395 467 FL 023 797

MacLean, Edna Ahgeak
Inupiallu Tannillu Uqalunisa Ilanich = Abridged Inupiaq and English Dictionary.
SPONS. AGENCY- National Endowment for the Humanities (NFAH), Washington, D.C.; National Science Foundation, Washington, D.C.
PUB DATE- 81
NOTE- 196p.; Cover illustration by Ron Senungetuk.
LANGUAGE- English; Inupiaq
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Vocabularies/Classifications (134)
DESCRIPTORS- Dictionaries; English; *Eskimo Aleut Languages; Grammar; *Inupiaq; Language Patterns; Morphology (Languages); Phonology; Pronunciation; *Regional Dialects; Second Languages; *Uncommonly Taught Languages
IDENTIFIERS- Alaska

This dictionary is designed for students of the Inupiaq language, a form of Inuit spoken in Alaska. The dictionary has three main sections. The first contains Inupiaq noun and verb stems with English translations, the second contains Inupiaq postbases with English translations, and the third has English words with Inupiaq translations. There are approximately 3,400 Inupiaq noun and verb stem entries, and approximately the same number of English stem entries. Inupiaq postbases included number 162. An introductory section contains information on basic language patterns and the dictionary's format. A pronunciation guide is also included. (MSE)

ED 395 468 FL 023 798

Thompson, Chad; Frank, Ellen
Denakenaga' for Children. Lesson Plans for Teaching Denakenaga' (Minto-Nenana Tanana) to Children in Elementary Grades.
PUB DATE- 87
NOTE- 144p.
LANGUAGE- English; Tanana
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *American Indian Languages; Animals; *Athapascan Languages; Clothing; Community; Daily Living Skills; Dialects; Elementary Education; *Folk Culture; Food; Heritage Education; Human Body; Lesson Plans; *Native Language Instruction; Second Languages; Short Stories; Uncommonly Taught Languages; Weather
IDENTIFIERS- Alaska; *Tanana

This curriculum for elementary school-level instruction in Denakenaga' is intended for development of oral native language skills. Included are plans for 60 25-minute lessons, arranged in 11 units: basic conversation; food and eating; hunting and animals; clothing and morning routine; weather; body parts; dogs and sleds; numbers; the village; cooking; and sitting, standing, and lying down. Each lesson contains oral exercises and games, and in later lessons, a list of needed materials and reviews. Flash cards and games, not included here, are available for use with the lessons. Three stories appropriate for this population, in both Denakenaga and English, are appended. (MSE)

Inupiaq dialogues, with morpheme analysis. (MSE)

ED 395 491 FL 023 823

MacLean, Edna Ahgeak
North Slope Inupiaq Grammar, Second Year (Preliminary Edition for Student Use Only).
PUB DATE- 94
NOTE- 158p.; For a related document, see FL 023 822.
LANGUAGE- English; Inupiaq
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Adverbs; Alaska Natives; Glossaries; *Grammar; *Inupiaq; Language Patterns; Morphology (Languages); *Nouns; Uncommonly Taught Languages; *Verbs
IDENTIFIERS- Alaska (Northwest)

The second-year grammar of Inupiaq, an Eskimo language spoken in northwestern Alaska, contains six chapters on these grammatical constructions: contemporative I mood; operative-imperative and negative contemporative moods; demonstrative adverbs in locative, vialis, ablative, and terminalis; transitive "present" and "past" tense verb endings of the indicative mood; consequential-conditional mood; possessed relative nouns and demonstrative relative pronouns. Exercises are included in each chapter. A glossary of stems is appended. (MSE)

ED 395 492 FL 023 824

Jones, Eliza, Ed.; And Others
Bakk'autugh Ts'uhuniy = Stories We Live By. Traditional Koyukon Athabaskan Stories Told by Catherine Attla, with Teacher's Guide.
PUB DATE- 89
NOTE- 528p.; "Introduction by Chad Thompson with Eliza Jones...Translated by Eliza Jones and Chad Thompson. Illustrated by Cindy Davis."
LANGUAGE- English; Koyukon
EDRS Price- MF02 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Alaska Natives; *American Indian Culture; Athapascan Languages; English; *Folk Culture; *Oral Tradition; Short Stories; *Tales; Teaching Guides; Uncommonly Taught Languages
IDENTIFIERS- Alaska; Koyukon; Orthography

This collection of eighteen traditional stories are told in Koyukon Athabaskan, an American Indian language variety spoken in Alaska, on the left page and in English translation on the right page. Introductory sections provide background information on the oral tradition from which the stories come, the translations, the storyteller and her storyteller grandfather, and Koyukon Athabaskan orthography. The stories are in five categories according to theme: power and compassion ("Wind Man," "The One Who Secured His Axe to the Sky," "The One Who Had Been Willed To Come for a Man's Daughters," "Eagle Man Who Carried People Far Away"); Raven ("The Baby Who, According to His Aunt, Resembled His Uncle," "Great Raven Who Killed a Water Monster," "Great Raven Killed a Whale," "Great Raven Who Abducted a Young Girl"); love and jealousy ("The Woodpecker Who Starved His Wife," "The Taahsol Woman," "The One Who Recognized research employed the transitivity model advanced by K. Davidse (1992) to examine the discourse of Japanese wartime (World War II) reporting in Japanese newspapers from the perspective of grammatical metaphor. First, the context of situation encoded in the text is introduced, including a brief history of the Pacific War and a description of the situation of the wartime press. Also discussed is a description of English-language newspapers in wartime Japan, which are used as data for the study. Section 2 explains the model of the transitivity paradigm, putting special emphasis on the metaphorization of processes in the paradigm. In section 3, the theoretical model is applied to the analysis of newspaper texts to demonstrate how transitivity processes are metaphorized for the purpose of obfuscation. This section also: (a) shows how the transitivity process of expressing death is metaphorized as euphemism in wartime discourse by comparing it with how it is manifested in peacetime discourse; and (b) examines transitivity patterns from a diachronic perspective, comparing texts from different stages of the war. The paper concludes that where the necessity for propagandistic discourse is greater, the metaphorization of processes increases. (Contains 33 references.) (NAV)

ED 395 513   FL 023 862

Lynch, Tony
Basing Discussion Classes on Learners' Questions: An Experiment in (Non-)Course Design.
PUB DATE- 96
NOTE- 15p.; For complete volume, see FL 023 856.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Active Learning; Class Activities; Cooperative Learning; *Curriculum Development; *Discussion (Teaching Technique); *English for Academic Purposes; Experiential Learning; Foreign Countries; Graduate Students; Higher Education; *Learner Controlled Instruction; Learning Strategies; Relevance (Education); Second Language Learning; Student Participation; Student Role

This paper presentes a case study of an innovative class at the University of Edinburgh (Scotland) in an English for Academic purposes context in which spontaneous topics raised by the learners took the place of a pre-planned syllabus. The target students were late-matriculating research students and those with particularly weak spoken English. The class, which varied in size each week, met for 1.5 hours, once a week, for 10 weeks. Questions were gathered during the beginning of the class. The resultant discussion group framework consisted of the individual's question, a small-group discussion, peer and teacher answers, and teacher feedback that involved the individual, a small group, the teacher, and the class. A mid-course student evaluation was conducted to judge the usefulness of the discussion framework to student needs. With minor changes, such as student-centered grouping versus teacher-mandated grouping and more intensive correction requested by some students, the same format was continued for the remaining class weeks. Written student evaluations at mid- and end-term suggest that the format had met most students' needs, especially for the targeted groups. It is noted that the student-centered design allowed for a diverse topic range according to the needs and preferences of the participating students. (Contains 13 references.) (NAV) years to a decline in the quality of higher education. The viewpoints offered throughout the book are based on empirical studies as well as personal accounts of experiences as university presidents. The effects of such factors as charisma, public presence, race, and gender upon presidential performance are also examined. Eleven appendices offering sample materials for conducting presidential searches are included. (Contains 332 references.)

ED 395 534 HE 029 188

Damrosch, David
We Scholars: Changing the Culture of the University.
PUB DATE- 95
NOTE- 225p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Attitude Change; *Change Agents; College Faculty; *Core Curriculum; *Cultural Isolation; *Debate; Graduate Study; Higher Education; *Political Influences
IDENTIFIERS- *Faculty Attitudes; *Scholarly Writing

This book explores an academic culture in which disciplines are isolated and then further divided into specialized fields, resulting in a mix of scholarly alienation and disciplinary territorialism, specialized inquiry and a poverty of general discussion. After an introductory chapter, the following subjects are addressed: (1) influences on university life including nationalism, capitalism, and specialization; (2) pervasive uniformity within the university culture; (3) debate over the nature of the academic economy; (4) the place of the individual scholar within the university organization; (5) the existence of collegiality; (6) reaction to change; (7) departmental politics; (8) alienation of the scholar; (9) intellectual dialogue; (10) debate over the core curriculum; (11) attitudes toward Biblical study; (12) classical studies; (13) academic tenure; (14) educational reform; (15) collaborative teaching; (16) authority structure; (17) the culture of graduate education; (18) restructuring graduate work; (19) failure of educational reform; (20) the dynamics of power within the university hierarchy; (21) the circulation of scholarly ideas; (22) the intellectuals of the future; (23) the value of educational conferences; (24) administrator responsibility; and (25) the role of scholars in society. (Contains 118 references.) (CK)

ED 395 535 HE 029 189

Cashin, William E.
Answering and Asking Questions. IDEA Paper No. 31.
PUB DATE- Jan 95
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Educational Environment; *Group Discussion; Higher Education; *Questioning Techniques; *Student Attitudes; *Student Participation; *Teacher Role

This paper focuses on the answering and asking of questions in college-level courses and makes suggestions regarding questioning techniques for lecture classes and discussion groups. "Question" (Q) is defined as "any eliciting of an

Characteristics; *Track System (Education)
IDENTIFIERS- *National Education Longitudinal Study 1988

This study examined how tracking, among a number of other background and school experience variables, affects students' predisposition to pursue a college education. It hypothesized that background characteristics and experiences affect secondary school track placement, that tracking significantly impacts students' postsecondary plans, and that background characteristics and school experiences influence student decisions to attend two- or four-year institutions. The study explored research on college choice and educational stratification, including tracking, and utilized data from the National Education Longitudinal Study of 1988 which is examining critical transitions students experience as they leave elementary school, progress through high school, and enter postsecondary institutions or the workforce. The study used a split group analysis technique to study such variables as socioeconomic status, student's gender, student's race/ethnicity, parents' desire for their child to attend college, and the student's self-report of his or her ability level. The study revealed a number of important relationships among students' background characteristics (especially gender and ethnic group) and track placement and their decisions about whether and where to attend a postsecondary institution. Implications for improving educational access to minority group students are drawn. (Contains 51 references.) (CK)

ED 395 556 HE 029 215

Pollio, Howard R.
The Two Cultures of Pedagogy: Teaching and Learning in the Natural Sciences and the Humanities.
PUB DATE- 96
NOTE- 33p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Collected Works - Serials (022)
DESCRIPTORS- Classification; Cognitive Style; College Faculty; Grading; Higher Education; *Humanities Instruction; Individual Characteristics; *Intellectual Disciplines; Interdisciplinary Approach; *Lecture Method; Majors (Students); *Natural Sciences; Science Education; Student Evaluation of Teacher Performance; Student Reaction; *Teaching Methods; *Teaching Styles

This paper first evaluates discipline classification schemes and general differences between disciplines associated with the natural sciences and those associated with the humanities. It then reviews research which either asked students how professors in these fields teach, observed teachers in their classrooms, or asked students to describe their reactions to professors teaching science and humanities classes. Findings include: more pauses in lectures by professors of the humanities; different attitudes toward and uses of grades; emphasis by students on the instructor's efforts to connect content to student's lives and clarity of presentation; a tendency for students to report that good humanities classes are those which "interest" them and good science classes those which they "understand"; and differences in personality and learning styles (convergers/divergers and assimilators/accommodators) of students choosing either science or the humanities. Three paradoxes are identified: (1) between the collaborative nature of scientific work and the lecture method of undergraduate instruction; (2) between lower grades

DESCRIPTORS- *British National Curriculum; *Consumer Education; Elementary Secondary Education; Foreign Countries; *Integrated Curriculum; Program Effectiveness; Program Evaluation; Program Implementation
IDENTIFIERS- *Great Britain

A study researched the development of consumer education in British schools 5 years after the introduction of the national curriculum. Information was gathered through the following methods: a literature review, questionnaires sent to all local education authorities (LEAs) in England and Wales and all primary and secondary schools in two LEAs in northwest England, and school visits. Findings indicated that the introduction of the national curriculum had not improved provision of consumer education. Factors contributing to the poor progress were as follows: declining LEA support, little LEA inservice training, insufficient staffing in schools, and not enough clear guidance for teachers. The study also found that the national curriculum with its emphasis on cross-curricular themes provided countless opportunities to develop consumer education within national curriculum subjects. The LEA survey found a lack of evidence that secondary schools saw consumer education as permeating the curriculum in the way advocated by the National Curriculum Council. Responses from schools indicated primary school pupils were more likely to have a whole curriculum experience of consumer education than secondary school pupils. School visits showed primary teachers underestimated the amount of consumer education provided and consumer education was not thriving in secondary schools. Contains 29 references and 3 appendixes: consumer education and the cross-curricular themes; consumer education and national curriculum subjects; and 7 school case studies.) (YLB)

ED 395 101 CE 070 910

Fisher, Allison L.
Career Exploration: Know Your Options. Final Report.
SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg. Bureau of Adult Basic and Literacy Education.
PUB DATE- 95
NOTE- 41p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adult Basic Education; Adult Literacy; Adult Students; *Career Choice; *Career Exploration; *Curriculum Development; Job Search Methods; Learning Activities; Literacy Education; Teaching Methods; *Values Clarification; Workshops

This brief report describes a 1-year project to develop a curriculum on career exploration for adult basic education (ABE) students. The project components included developing and administering a needs assessment, developing and testing a curriculum during six workshops, and revising and packaging the curriculum. The curriculum was used with 35 ABE students; it helped them to focus on a career objective and was considered extremely successful based on evaluations. This report includes the staff needs assessment, a student career-planning quiz, and the curriculum. The curriculum contains outlines and lesson plans for six sessions; each of the lesson plans includes an objective, materials list, learning activities, homework assignments, and handouts. Topics covered in the six lessons are as follows: positive attitude, interest inventories, needs and values, information about the labor market, networking, and decision making. An annotated bibliography lists 12 books and 2 chapter. Professional development and support are discussed in the sixth chapter. The final chapter contains the following: lists of 37 bibliographies, resources, and journals, and 55 curriculum resource publishers; information about the authors of the included articles; glossaries of related terms, agencies, organizations, and abbreviations; and a list of General Educational Development Centers in Pennsylvania. (KC)

ED 395 120 CE 070 936

Reiff, Tana
Adult Basic and Literacy Education Staff Competencies: A Literature Review and Recommendations for Developing a Competency-Based Staff Development Program in Pennsylvania.
SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg. Bureau of Adult Basic and Literacy Education.
PUB DATE- 95
NOTE- 51p.; For related documents, see CE 070 934-935.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Adult Basic Education; *Adult Educators; *Adult Literacy; Adult Students; *Competence; Competency Based Education; Educational Resources; *Literacy Education; *Professional Development; State Programs; Student Evaluation; Teaching Methods
IDENTIFIERS- 353 Project; *Pennsylvania

As part of a project to improve professional development for adult basic and literacy educators in Pennsylvania, a literature review was conducted of studies of professional competencies needed by adult educators. Extensive review of previous studies showed that hundreds of competencies had been identified. Some states also had generated their own lists of competencies for adult educators. From the review, detailed descriptive lists of professional competencies for teachers in the areas of adult literacy, adult basic education, and English as a second language were generated for potential use in implementing a formalized system for promoting documentation of such competencies among adult basic and literacy educators in Pennsylvania. Competencies were listed in four general areas: (1) adult learning in the context of the educational program and the community; (2) assessment of learner needs and of progress toward goals; (3) curriculum materials in content areas; and (4) instructional process and practice. A process for validating these competencies was documented. (Contains 28 references.) (KC)

ED 395 121 CE 070 937

Medina, Pedro J.
Project Network. 1994-1995 Final Report.
SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg. Bureau of Adult Basic and Literacy Education.
PUB DATE- 95
NOTE- 155p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Basic Education; Adult Literacy; Adult Students; Basic Skills; *Computer Literacy; *Computer Networks; Electronic Mail; Information Networks; *Internet; *Literacy Education; Problem Solving; Program Development; Program

IDENTIFIERS- *Political Literacy; *Sierra Leone

The Political Literacy and Civic Education (PLACE) project in Kroo Bay, Freetown, Sierra Leone, was developed to enable people, through functional literacy and civic education, to participate in the processes of good governance by exercising their rights, duties, and obligations in an informed and responsible manner. The project suggests a curriculum based on knowledge, skills, and attitudes to be acquired, in the context of the need for political development and in the face of previous poor economic development policies. A framework for developing a political literacy and civic education curriculum is suggested, with the concepts to be taught related to instructional and possible lesson topics in an integrated approach. A model for facilitating curriculum is provided. It focuses on the learner and advocates an integrated approach to instruction. A list of eight suggestions for further reading also is included. (KC)

ED 395 140 CE 071 552

Boerner, Lee Ann
Job Seeking Skills Course. Instructor's Manual. Revised Edition and The Job Seeker's Workbook. Revised Edition.
PUB DATE- 94
NOTE- 334p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Classroom Techniques; Course Content; *Disabilities; *Educational Resources; *Job Application; *Job Search Methods; Lesson Plans; *Resumes (Personal); Teaching Methods

This packet contains an instructor's manual and a student workbook for a job-seeking skills course for persons with disabilities. The instructor's manual contains a suggested lesson plan for a 30-hour course. The lesson plan is structured around goals and measurable outcomes for each section of the seven-unit course. The manual also suggests teaching methods using techniques proven successful in programs at the University of Wisconsin-Stout. In addition, the instructor's manual contains appendixes providing master copies for class handouts, visual aids, and a participant's evaluation report that can be reproduced for use in documenting participant achievements. A list of 39 references is included to provide suggestions for further readings related to the area of job seeking and keeping skills. An order form for "The Americans with Disabilities Act Technical Assistance Manual" is provided. The student workbook contains seven units that cover the following topics: getting to know one another; knowing myself and choosing job goals; job application forms and resumes; getting ready to find a job; dealing with disability-related issues; getting a job and keeping it; and review. Information sheets and worksheets are provided for each unit. A glossary and list of 17 references are included. (KC)

ED 395 141 CE 071 555

World Employment, 1995. An ILO Report.
PUB DATE- 95
NOTE- 209p.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.

Isolation Division (WID). Management and Supervisor Training (MAST) Program.
SPONS. AGENCY- Department of Energy, Washington, D.C.
PUB DATE- 96
NOTE- 36p.; For related modules, see CE 071 569-588.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Adult Education; Advisory Committees; Agency Cooperation; *Agency Role; Behavioral Objectives; Case Studies; *Compliance (Legal); Employer Employee Relationship; Hazardous Materials; Learning Modules; *Management Development; Organizational Communication; Supervisor Qualifications; Supervisory Methods; *Supervisory Training; Vocational Education; *Warte Disposal
IDENTIFIERS- *Radioactive Wastes; *Regulatory Agencies

This learning module, which is part of a management and supervisor training program for managers and supervisors employed at the Department of Energy's Waste Isolation Division, is designed to enable trainees to identify regulatory organizations and oversight groups and monitor and provide guidance in the implementation of the requirements of applicable codes, orders, and standards. The first section is an overview of the module. The next nine sections describe the origin, structure, function, and regulatory documents of the following regulatory agencies and oversight groups/advisory committees: Department of Energy; Occupational Safety and Health Administration; Environmental Protection Agency; Department of Transportation; Nuclear Regulatory Commission; New Mexico Environment Department; Mine Safety and Health Administration; Environmental Evaluation Group; and Defense Nuclear Facilities Safety Board. Each section also includes enabling objectives and an employee-manager scenario that is designed to illustrate effective management practices and practices to avoid when dealing with a regulatory agency or oversight body. Concluding the module are a list of actions that can be taken to make a section/plant more effective, 20-item reference list, practice test, and test answers. (MN)

ED 395 160 CE 071 583

Purchasing and Accounting. MAS-116. Waste Isolation Division (WID). Management and Supervisor Training (MAST) Program.
SPONS. AGENCY- Department of Energy, Washington, D.C.
PUB DATE- 96
NOTE- 42p.; For related modules, see CE 071 569-588.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Accounting; Adult Education; Behavioral Objectives; Case Studies; Compliance (Legal); *Et[illegible]; Hazardous Materials; Learning Modules; *Management Development; *Purchasing; Supervisor Qualifications; Supervisory Methods; *Supervisory Training; Vocational Education; *Waste Disposal
IDENTIFIERS- *Radioactive Wastes

This learning module, which is part of a management and supervisor training program for managers and supervisors employed at the Department of Energy's Waste Isolation Division, is designed to prepare trainees to perform purchasing and accounting tasks efficiently and effectively. The first section is an introduction to the module. The next three sections explain the following phases of the procurement first year, 21 completed nurse aide training, 15 became certified nurse aides, 19 found employment, and 4 completed the General Educational Development test. Of the 40 high school-level enrollees, 10 passed the state nurse aide examination, 10 found immediate employment in the health care field, and 6 initiated enrollment at Lee College for 1994. (Appendixes constituting approximately 75% of this document included the following: general project information; materials from/about the adult program, 1993-94 high school program, and proposed 1994-95 high school program; and findings of the program evaluation.) (MN)

ED 395 177 CE 071 624

Model Self-Improvement Program for Inmates (SIPI). Final Report.
SPONS. AGENCY- Texas Higher Education Coordinating Board, Austin. Div. of Community and Technical Colleges.
PUB DATE- Jul 95
NOTE- 74p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Computer Assisted Instruction; *Correctional Education; *Daily Living Skills; Demonstration Programs; *Partnerships in Education; Program Development; Program Effectiveness; Records (Forms); *Self Help Programs; Vocational Education
IDENTIFIERS- *Texas

The Model Self-Improvement Program for Inmates (SIPI) was a joint effort of Northeast Texas Community College, the Lone Star Steel Company, and the sheriff's department of Morris County, Texas, to provide a model life skills program for incarcerated individuals. A curriculum that included life skills and vocational and academic training was developed with input from Lone Star employees and presented to 22 inmates. The inmates received 4 hours of basic instruction weekly. The life skills portion of the curriculum focused on computers and was based on the HyperGraphics computer-assisted instruction system. Several inmates used a self-paced computer typing program and achieved typing speeds of 20 wpm in less than 5 hours of practice time. Several inmates remained in class throughout the entire 9 months of the program. The biggest loss of students occurred when several students became trustees and were forced to leave the program because of scheduling conflicts. (Appendixes constituting approximately 75% of this document include the following: original and borrowed program forms; curriculum outline and materials; publicity materials and project-related correspondence; project advisory committee meeting agendas and minutes; and sample evaluation data.) (MN)

ED 395 178 CE 071 630

Project LEEWAY: Steps to Success. Project Manual 1993-1994. Project Manual 1994-1995.
SPONS. AGENCY- Texas Higher Education Coordinating Board, Austin.
PUB DATE- Jun 95
NOTE- 171p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Access to Education; *Ancillary School Services; Basic Skills; Developmental Studies Programs; Economically

continental Europe that were identified through a systematic search of 188 periodicals. Entries are arranged by country. Among the topics of the works included are the following: history of AE; comparative studies; state and AE and legislation; financing of AE; international organizations and cooperation; statewide AE systems/organizations; regional and local-level AE institutions/organizations; theory of AE; research in AE; folk high schools and residential AE; university extension; night/evening schools; town/village cultural centers; voluntary associations, societies, and clubs; study circles and discussion groups; correspondence study, distance education, and open learning; educational radio, television, and technology; libraries; community development; literacy and adult basic education; secondary, postsecondary, and higher education; lifelong learning; vocational/technical education and apprenticeship; training in business, industry, and government; professional continuing education; retraining and upgrading; rural AE; armed services education; education of women; workers' education; general education; family life, consumer, and health education; preretirement education; immigrants, ethnic minority, and multicultural education; and prisoner education/rehabilitation. Each entry contains some/all of the following: author, title, place/year of publication, and brief description of the work's contents. Author and subject indexes are included. (MN)

ED 395 195 CE 071 704

Developing Basic Electronics Aptitudes.
SPONS. AGENCY- Wisconsin State Board of Vocational, Technical, and Adult Education, Madison.
PUB DATE- 94
NOTE- 63p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Course Content; *Electricity; Electronic Equipment; *Electronics; *Electronic Technicians; Learning Activities; Lesson Plans; *Nontraditional Occupations; Sex Fairness; Teaching Methods; Technical Education; Two Year Colleges; *Womens Education
IDENTIFIERS- *Lakeshore Technical College WI

This curriculum guide provides materials for basic training in electrical and electronic theory to enable participants to analyze circuits and use test equipment to verify electrical operations and to succeed in the beginning electrical and electronic courses in the Lakeshore Technical College (Wisconsin) electronics programs. The course includes the study of logical and analytical skills as well as transferable practical skills, such as measuring voltage, current, and resistance; checking and replacing fuses; and making simple repairs on electrical appliances. Designed especially for helping women acquire the background to be successful in electrical and electronics courses, the course contains handouts and activities for six sessions that cover the following topics: (1) safety in the laboratory; (2) hand tools and special test equipment; (3) soldering and desoldering; (4) electronic components and direct current circuits; (5) alternating current and voltage; and (6) digital electronics. Suggestions for instructors and student handouts are provided for each session. The lessons are illustrated with line drawings; a glossary of terms is included. (KC)

Baldus, Lorayne
Wisconsin Technical College System Board Equity Staff Development Workshops and Services--Phase V. Final Report.
SPONS. AGENCY- Wisconsin State Board of Vocational, Technical and Adult Education, Madison. Wisconsin Technical Coll. System.
PUB DATE- 30 Jun 96
NOTE- 55p.; For Phase III and Phase IV reports, see ED 371 177 and ED 382 884.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Attitude Change; Educational Environment; Females; Models; *Nontraditional Occupations; Postsecondary Education; Sex Bias; *Sex Fairness; Sex Stereotypes; *Staff Development; State Programs; *Teacher Attitudes; *Technical Institutes; Two Year Colleges
IDENTIFIERS- Wisconsin

The Wisconsin Technical College System Board Phase V Equity Staff Development project continued staff development efforts to eliminate bias and stereotyping in vocational education. Based upon evaluations indicating a need for a postsecondary equity training model, five technical college equity representatives attended two planning sessions to discuss strategies for development of an equity action research model. A vision statement, mission statements, and goals were formulated. Following two meetings, the project director developed a draft course, Creating an Inclusive Educational Environment (CIEE). Consensus of focus groups was that a great impact on equity awareness had occurred as a result of the adapted Gender/Ethnic Expectations and Student Achievement course and this effort should be continued. Four technical colleges conducted staff development training classes with 56 participants. An Equity Action Research Workshop was offered as a preconference to the Governor's Employment and Training Conference in April 1996. This workshop provided opportunities for 44 persons in the trades, technical colleges, and community-based organizations to discuss programs designed to increase and support women's employment in the skilled trades. (Appendixes include the following: CIEE rationale, vision statement, course outline, and lesson plans; focus group discussions; and Wisconsin Nontraditional Employment for Women Roundtable Meeting agenda and discussion synopsis and notes.) (YLB)

ED 395 214 CE 071 753

Kerka, Sandra
Distance Learning, the Internet, and the World Wide Web. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 96
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Adult Education; *Computer Mediated Communication; Computer Networks; *Computer Uses in Education; Constructivism (Learning); *Distance Education; *Internet; Lifelong Learning; Teaching Methods; Telecommunications; *World Wide Web
IDENTIFIERS- ERIC Digests

Some of the newest methods of distance learning (DL) use the Internet and the World Wide Web. DL on the Internet usually

NOTE- 70p.; Contains highlights of the second of three seminars on housing and community development conducted by the Family Impact Seminar (Washington, DC, December 1, 1995).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Community Development; *Community Planning; *Community Programs; Economic Development; *Family Health; Family Programs; Human Services; Program Development; Program Evaluation; Program Implementation; *Residential Programs; Urban Problems; *Urban Renewal
IDENTIFIERS- *Family Capital

The need to develop "family capital" (the attributes and skills that enable families to carry out their economic, social, and nurturing functions) in inner-city neighborhoods is the focus of this background briefing report. Part I of the report describes the characteristics and causes of distressed communities and their impact on families, and defines the concept of "family capital." Part II offers a brief history of more than 30 years of policies and programs to revitalize inner-city communities. Part III recounts the effort to reform services for low-income children and families and make them more community-based. Part IV details the new community-building initiatives in the public and private sectors and points to some continuing issues of debate in the community-building field. Part V describes how the family services field is rediscovering a focus on community. Finally, in part VI, suggestions are offered for building a stronger partnership between the community-building and family services fields around the idea of investing in family capital. An appendix lists and describes resources for financing and supporting comprehensive community initiatives. Contains 78 references. (TS)

ED 395 233 CG 026 977

Bratt, Rachel
Housing Policy and Family Self-Sufficiency. Background Briefing Report.
SPONS. AGENCY- Annie E. Casey Foundation, Baltimore, MD.
PUB DATE- 96
NOTE- 88p.; Contains highlights of the first of three seminars on housing issues conducted by the Family Impact Seminar (Washington, DC, September 29, 1995).
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Family Environment; Family Health; Family Programs; Federal Programs; *Housing Needs; Human Services; *Independent Living; Personal Autonomy; Program Development; Program Evaluation; Program Implementation; *Residential Programs; Urban Problems; *Urban Renewal
IDENTIFIERS- *Department of Housing and Urban Development

The relationship between housing and family well-being and self-sufficiency are explored in this paper's three major sections. The first section provides background information on the relationship between housing and the physical and social well-being of individuals and families and describes the major federal housing initiatives that have been implemented since the 1930s. This section also examines the characteristics of residents living in subsidized housing, describes the nature of current housing needs, and points out where the major gaps lie

PUB DATE- 95
NOTE- 32p.; Paper presented at the Annual Convention of the American Psychological Association (103rd, New York, NY, August 11-15, 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Civil Rights; Cross Cultural Studies; *Cultural Awareness; *Cultural Background; Cultural Interrelationships; *Cultural Pluralism; Elementary Secondary Education; Ethnic Groups; *Ethnic Relations; Ethnocentrism; *Minority Groups; *Multicultural Education; Postsecondary Education; Racial Integration
IDENTIFIERS- *Mestizos (People)

The Mestizo (mixed ethnic heritage) Civil Rights Movement in the United States can be divided into five phases: Pre-Civil Rights, Civil Rights, Bilingual-Multicultural Education, Political Conservatism, and the current period, an Assault on Civil Rights. The paper describes how a personal research career has been influenced by the different stages of the Movement, and work on the concept of the multicultural personality has closely reflected its various phases. The Movement not only provided multicultural models such as Cesar Chavez, Malcolm X, Dolores Huerta, Martin Luther King, Jr., and Rosa Parks, it also provided a liberating force from racist, sexist, and cultural and genetic superiority paradigms of the social sciences. A personal account of the development of the concept of the multicultural personality is given, and a description of the instruments which were designed to assess multicultural personality processes is also provided. The anti-affirmative action trend of today's society impels one to look to the future in the hope that the Civil Rights flame will be rekindled so that multiculturalism can help save the world. (Contains 24 references. Three figures and nine tables are presented which are related to multicultural personality development and identity.) (Author)

ED 395 253 CG 027 070

Kim, Randi I.; Lopez, Fredrick G.
College Students' Holland Types and Their Occupational Preferences in a Forced-Choice Situation.
PUB DATE- Feb 94
NOTE- 32p.; Paper presented at the Annual Meeting of the American Psychological Association (101st, Toronto, Ontario, Canada, August 20-24, 1993).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Career Choice; Career Exploration; Career Planning; College Students; Higher Education; *Interest Inventories; *Occupational Aspiration; Personality Measures; Personality Studies; Personality Traits; *Vocational Interests; *Work Attitudes
IDENTIFIERS- *Hollands Theory of Occupational Choice

The main purpose of the present study was to investigate whether persons' Holland personality types would affect preferences in the two occupational preference dimensions of interest and prestige. This study was based on the theoretical premises that persons: (1) tend to seek occupations that fit their interest type; and (2) consider prestige to be more important than interest in career compromising situations. An Occupational accomplishment. In group 2, talk was used to construct roles and relationships that supported group accomplishment. (Appendixes contain author's story, episodic text analysis, and tables of data.) (TB)

ED 395 272 CS 012 430

Church, Susan M.
The Future of Whole Language: Reconstruction or Self-Destruction?
PUB DATE- 96
NOTE- 157p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Educational Change; Elementary Education; Learning Theories; Politics of Education; Program Development; Program Implementation; *Teacher Role; *Theory Practice Relationship; *Whole Language Approach
IDENTIFIERS- *Educational Issues

Arguing that whole language must assume a more critical edge if it is to reach its potential as a force for positive change, this book calls on educators to take action to protect themselves against threats from within and outside the whole language movement. Noting that the most obvious challenges are from critics who offer simplistic solutions to the perceived ills of education through a return to "the basics," the book discusses the far more complex and challenging issues that arise from within the movement. The book is framed in a clearly articulated theoretical perspective, enlivened through personal narrative, and filled with concrete examples. After an introduction (An Expanding Theory of Learning), chapters in the book are: (1) Coming Full Circle; (2) Institutionalizing Whole Language; (3) Expanding Whole Language; (4) Moving beyond "Whole Language Dress-Up"; (5) Cutting Teachers Some Slack; (6) Negotiating the Slippery Slopes of Organizational Change; (7) Bringing a Critical Edge to Teaching; and (8) Hopeful Signs and Projects of Possibility. Contains 127 references. (RS)

ED 395 273 CS 012 434

Murdoch, Sandra
Emphasizing the One Hundred Most Frequently Used Words in the Spelling Curriculum.
PUB DATE- 27 Oct 95
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Curriculum; Elementary Education; Instructional Effectiveness; *Spelling; *Spelling Instruction; *Teaching Methods
IDENTIFIERS- Educational Issues; Reading Fluency; *Spelling Growth; *Word Choice

A recurrent issue in education is which spelling words should be taught and how they should be taught. A brief review of several articles that deal with the employment of spelling programs that have incorporated the 100 most frequently used words in their curriculum shows many similarities in philosophies and teaching methods. The concern about the 100 most frequently used words is not new: the earliest article reviewed was written in 1950. Why the persistence of this approach? Research

Learner (TTALL)" program in Australia to increase parental participation in the literacy of their children and to train community resource people to help with community literacy activities; (4) a report by Barbara Come and Anthony Fredericks on the "Families That Read, Succeed" program in Savannah, Georgia which describes planning strategies, school-university collaboration, in-school literacy activities, and offers ideas for home-school connections for at-risk children and their parents; and (5) an article about the "FLAME" program developed by Timothy Shanahan, Margaret Mulhern, and Flora Rodriguez-Brown to provide literacy training to parents in linguistic minority families (in this case, Latino families) to support their children's school learning. (CR)

ED 395 292 CS 012 460

Wrobel, Sheryl
The Effectiveness of Direct Instruction on the Various Reading Achievement Categories.
PUB DATE- 96
NOTE- 20p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Basal Reading; Comparative Analysis; Grade 3; *Instructional Effectiveness; Primary Education; *Reading Achievement; Reading Programs; Reading Research; *Reading Skills; *Teaching Methods
IDENTIFIERS- Chicago Public Schools IL; *Direct Instruction; Iowa Tests of Basic Skills; Reading Theories

A study examined the effect of direct instruction on increasing students' reading competency. The study followed several studies done between 1977 and 1995 on the Direct Instruction Model for reading instruction, developed and implemented in the 1960s. The population of the 2-year study included 105 southwest Chicago area third-grade students from a low socioeconomic background. Two random samples of 30 students were selected from the 2 identified populations of Direct Instruction (DI) and Non-Direct Instruction (traditional basal reading program) and were classified as the experimental and the control groups. The DI group's Iowa Test of Basic Skills (ITBS) results from 1993 were compared to the results from 1995. The basal program group's results from the 1992 ITBS were compared to the results from 1993. Results indicated that there was a significant change in the gains of the raw score in 9 of the 10 reading achievement categories for the Direct Instruction group. Further research is recommended in all areas of direct instruction. (Contains 21 references.) (CR)

ED 395 293 CS 012 461

Harrison, Colin
Methods of Teaching Reading: Key Issues in Research and Implications for Practice. Interchange No. 39.
PUB DATE- 96
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Beginning Reading; Elementary Education; Foreign Countries; Literature Reviews; Parent Role; *Reading Achievement; *Reading Difficulties; *Reading Instruction; *Reading Processes; Reading Research; Reading Writing

progress; (5) multiple independent scoring; and (6) evaluation and record keeping. (Contains 3 tables of data and 3 figures.) (Author/(TB)

ED 395 313 CS 215 278

Jackson, Delores M.
Specialized Training in Process Writing.
PUB DATE- 3 Apr 96
NOTE- 52p.; M.A. Project, Kean College of New Jersey.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Dissertations/Theses - Master Theses (042)
DESCRIPTORS- Comparative Analysis; Elementary Education; *Expository Writing; Grade 3; Grade 4; *Writing Improvement; *Writing Instruction; *Writing Processes; Writing Research; Writing Tests
IDENTIFIERS- New Jersey (Plainfield); *Process Approach (Writing)

Many educators are concerned with how writing should be taught, especially in the elementary grades. Many teachers are under the impression that when they have their students write simple sentences using vocabulary words and punctuation marks, they are teaching their students that this is writing. In traditionally taught classes, the elementary curriculum stresses that the mechanics of writing be considered when students express themselves in their writing. When taught properly, the writing process approach helps students to understand how the conventions reinforce the meaning of their papers when they are writing to exchange meaning. A study hypothesized that there would be no significant difference between expository writing samples of students instructed in these different methods--process approach and traditional. Subjects consisted of 5 boys and 7 girls in grade 3 and 6 boys and 5 girls in grade 4 in a Plainfield, New Jersey school. The experimental sample was introduced to process writing; they were offered prewriting activities such as creating a web, words that related to the idea, for given topic. The control sample of students worked independently. The only guidance they were given were the skills taught in the language arts period. No significant differences between the samples were found. Nevertheless, the study concluded that if the process of teaching writing improves then the product of written work will improve. (Contains 4 tables of data, a section on related research, and 10 references. Appendixes contain raw test scores.) (TB)

ED 395 314 CS 215 284

Heilker, Paul
The Essay: Theory and Pedagogy for an Active Form.
PUB DATE- 96
NOTE- 222p.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Books (010)
DESCRIPTORS- Authors; Class Activities; *Essays; Higher Education; *Instructional Innovation; Literary Genres; *Student Development; *Student Writing Models; *Theory Practice Relationship; Writing Assignments; *Writing Instruction
IDENTIFIERS- Essay Topics; Form Recognition; Historical Background; *Writing Development; Writing Thinking Relationship

Calling for a radical reexamination of the traditional foundation

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Childhood Interests; *Creative Writing; *Descriptive Writing; Elementary Secondary Education; *Individual Development; Literary Devices; Pastoral Literature; *Poetry; Poets; *Writing Strategies
IDENTIFIERS- *Authorship; Author Text Relationship; *Nature; Writing Development

This book focuses on the integration of an individual's inner and outer landscape. It contains a series of invitations for young people to look out upon their own landscapes and to write the important themes of their lives. The writing experiences outlined in the book give children (and adults) space to become quiet and focused and to tap into their inner wealth of being. Each chapter of the book, every poem, represents a different door an individual can open to the natural world. The book is grounded in meaningful language-based learning theory, and, as such, is an excellent resource for teaching language arts, enhancing science studies, and advocating ecological awareness. Sections of the book include: (1) Poetry Field Trips; (2) Building a Nature Wordscape; (3) Keeping a Nature Journal; (4) Other Explorations such as, finding a companion in nature, colors in the natural world, dreaming up a place, and growing a poem naturally; (5) Anthology--a sampling of original poems by young authors; and (6) A Note To Educators (Mona Hirschi Daniels). (NKA)

ED 395 334 CS 215 336

Donoghue, Mildred R.
Annotated Bibliography of 100 Quality Books of Multicultural Literature for Children in Grades K-6 (1990-1996).
PUB DATE- 96
NOTE- 23p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; *Childrens Literature; Elementary Education; Fantasy; *Fiction; *Multicultural Education; *Nonfiction; Picture Books; Poetry
IDENTIFIERS- Folktales; Historical Fiction; Multicultural Materials; *Trade Books

This annotated bibliography of contemporary multicultural books for children is divided into sections on: (1) non-fiction, biography (12 citations); (2) non-fiction, information (18 citations); (3) contemporary realistic fiction (14 citations); (4) folklore (11 citations); (5) historical fiction (11 citations); (6) modern fantasy (10 citations); (7) picture books (12 citations); and (8) poetry (12 citations). (NKA)

ED 395 335 CS 509 170

Stacks, Don W.
Political Communication: Contributions to the Study of Public Relations.
PUB DATE- 19 Nov 95
NOTE- 13p.; Paper presented at the Annual Meeting of the Speech Communication Association (81st, San Antonio, TX, November 18-21, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..."

1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Community Colleges; Doctoral Programs; *Educational Change; *Educational Trends; Faculty Evaluation; Full Time Faculty; Graduate Study; *Higher Education; Instructional Innovation; Part Time Faculty; *Program Development; Seminars; *Speech Communication
IDENTIFIERS- Community College Teachers; *George Mason University VA; *Teaching Doctorate Degree

In response to current trends in higher education, the Communication Department at George Mason University in Virginia has developed some innovations which include: (1) a teaching doctorate targeted at community college teachers, including internships in a government agency, a professional association, or business and a dissertation as an applied piece of pedagogical work; (2) an evaluation and feedback program for part-time faculty, including a plan for interaction with the department's full-time faculty; and (3) a graduate course which uses videos to provide about half the sessions with information and visualization while the instructor meets with students for discussions for the other half. In a national project, all seniors are required to participate in a seminar that covers theories of communication--the instructor produces and uses 10-15 minute videos of various theorists to integrate the program. (CR)

ED 395 353 CS 509 269

Yocum, Karolyn L.
A Vision for the Future: The Creation of K-12 Standards in Oral Communication Curriculum.
PUB DATE- Nov 95
NOTE- 10p.; Paper presented at the Annual Meeting of the Speech Communication Association (81st, San Antonio, TX, November 18-21, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Academic Standards; *Curriculum Development; *Elementary Secondary Education; Evaluation Methods; Models; *Speech Communication; *Student Needs; Teacher Education; Testing Programs
IDENTIFIERS- *Speech Communication Association; Speech Communication Education

The speech communication discipline seems to be stuck in status quo. The current climate of the discipline K-12 is one that is not mobilized for the future. However, a paradigm shift within the Speech Communication Association may be evolving in the creation of a model for the process for development of assessment strategies and instruments. Educators know that assessment drives the curriculum. Currently, elementary education majors seem to have little background in the teaching of speaking/listening skills, and therefore, do not spend much time integrating them into the curriculum. In addition, few states now have an assessment measure to test speech communication standards. A plan to mobilize the discipline to adopt and disseminate an agreed upon set of K-12 standards and assessment strategies, along with teacher training in these methods and curriculum supervision can turn the phantom K-12 curriculum into a real curriculum. (Contains six references.)

PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Agency Cooperation; Child Development; Elementary Secondary Education; *Family Programs; Human Services; Integrated Services; Models; *Partnerships in Education; *Social Environment; *Social Services; *Social Systems; Systems Approach; Theory Practice Relationship
IDENTIFIERS- *Ecological Model for Family Services

This paper synthesizes research, theories, and practical knowledge from developmental psychology and sociology to provide a basis for understanding, planning, and implementing effective and supportive partnerships between human-services providers and families. A family-centered approach is a process for delivering services to families, a philosophy based on an ecological model of the family. The ecological model builds and promotes families' existing strengths. Key components of the ecological model include creating partnerships and helping relationships; building the community environment; and linking families and community support. The ecological model borrows from systems theory (the notion that children must be understood in the context of their family relationships) and the "goodness of fit" child-development model (which seeks to improve the match between the needs of families with community resources and support). The paper also presents an overview of how the ecological paradigm has translated into practice--in Head Start programs, early intervention programs, family support programs, and the public schools. (Contains 39 references.) (LMI)

ED 395 374 EA 027 562

Cohen, Carolyn
The Use of Idea-Based Policy Instruments in Promoting School-Linked Service Integration.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jan 95
NOTE- 44p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Agency Cooperation; *Community Development; Elementary Secondary Education; Family Programs; *Human Services; *Information Dissemination; *Integrated Services; Local Issues; Partnerships in Education; *Policy Formation; Program Implementation; Public Policy; Theory Practice Relationship

This paper analyzes the potential of a specific public policy tool to further principles of programs devoted exclusively to the Integration of Education and Human Services (IEHS). Section 1 describes the nature of the problem in establishing the need for IEHS. Section 2 describes policy tools currently used to implement IEHS, introducing the concept of "idea-based instruments," or "idea tools" as described by Janet Weiss (1990). It identifies existing IEHS policy tools that can be considered idea-based instruments and argues that these instruments must be part of any policy tool kit used to implement IEHS. The third section explores how local policymakers operationalize idea tools at the community level. It presents findings from interviews conducted with professionals active in implementing IEHS practices. Conclusions and directions for further research are offered in section 4. The study found that: (1) idea tools may be critical in translating IEHS policies into systemic reform; (2) ideas travel laterally and vertically; (3) professionals in the communications, or scheduling events to fit parents' schedules. Long-term goals pertain to strengthening school-community ties, including collaborative partnerships and assessment of the school role. (Contains 62 references.) (LMI)

ED 395 392 EA 027 582

Cresswell, John; Fisher, Darrell
Relationships between Principals' Interpersonal Behavior with Teachers and the School Environment.
PUB DATE- Apr 96
NOTE- 21p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Educational Environment; Foreign Countries; *Interprofessional Relationship; Leadership Styles; Organizational Climate; *Principals; *Professional Autonomy; Secondary Education; *Teacher Administrator Relationship
IDENTIFIERS- *Australia

This paper presents findings of a study that investigated associations between the learning environments of schools and the principal's interpersonal behavior as perceived by teachers. It also describes the development and validation of an instrument to measure principals' interpersonal behaviors with their teaching staffs. The questionnaire was completed by 50 principals and 850 teachers at 56 secondary schools from all states and territories, representing both government and non-government schools in Australia. Findings indicate that a positive relationship existed between the principal's leadership behavior and the teachers' perceptions of the school as being innovative and empowering them in their working environments. In the assessment of their environment, teachers were least affected by their principal's understanding and helpful behavior. They were most affected by the principal's leadership behavior and whether they were granted independence to carry out their tasks. Principals with critical, admonishing, or uncertain interactive styles negatively affected teachers. Six figures and 9 tables are included. (Contains 26 references.) (LMI)

ED 395 393 EA 027 583

Wait, Glenda J.
Women and School Boards: Motivation for Service.
PUB DATE- Apr 96
NOTE- 69p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12, 1996).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Boards of Education; Elementary Secondary Education; Females; Goal Orientation; *Motivation; Volunteers; *Women Administrators

Fewer women than men serve on local school boards despite the fact that female volunteers in schools outnumber male volunteers. This paper presents findings of a study that explored the barriers and facilitators to women's participation on school boards, as well as women's motivations. Data were evidence of the Law's effectiveness and the effectiveness of special education, promising practices, continuing barriers to their implementation, and recommendations for change. Categorical reports include: (1) "Learning Disabilities" (Don D. Deshler and Jean Schumaker); (2) "Mental Retardation" (Edward A. Polloway et al.); (3) "Serious Emotional Disabilities" (Lucille Eber and C. Michael Nelson); (4) "Severe and Multiple Disabilities" (Michael F. Giangreco and Martha E. Snell); (5) "Autism" (Glen Dunlap and Meme Eno-Hieneman); (6) "Physical Disabilities" (Sherwood J. Best and Gary A. Best); (7) "Special Health Care Needs" (Marilyn Ault); (8) "Visual Impairments" (Sandra Lewis); (9) "Hearing Impairments" (John Luckner); and (10) "Traumatic Brain Injuries" (Ron Savage). Topical reports include: (1) "Early Intervention and Part H" (Don Bailey et al.); (2) "Early Childhood Education" (Michael J. Guralnick); (3) "Least Restrictive Environment: Overview and Upper School" (Susan Brody Hasazi and Katharine Furney); (4) "Least Restrictive Environment: Early Childhood" (Samuel L. Odom); (5) "Least Restrictive Environment: Elementary and Middle School" (Kathleen Gee); (6) "Social Relationships" (Luanna H. Meyer); (7) "Self-Determination" (Michael Wehmeyer); (8) "Transition" (Frank R. Rusch); (9) "Supported Employment" (Paul Wehman and W. Grant Revell, Jr.); (10) "Minority Issues" (Vivian Correa et al.); (11) "Collaboration" (Jacqueline Thousand et al.); (12) "Parent-Professional Participation" (Thomas H. Powell and Patricia L. Graham); (13) "School Restructuring" (Margaret McLaughlin); (14) "School-Linked Services" (Wayne Sailor); (15) "Participatory Action Research" (Ann P. Turnbull and H. Rutherford Turnbull III); (16) "Positive Behavioral Support" (Robert H. Horner et al.); and (17) "Violence Prevention and School Safety" (Hill W. Walker). A brief description of the National Council on Disability is appended. (Individual papers contain references.) (DB)

ED 395 411 EC 304 804

Hutinger, Patricia L.
Activating Children through Technology. Final Report.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC. Early Education Program for Children with Disabilities.
PUB DATE- Apr 96
NOTE- 41p.; For other reports issued by this project, see ED 355 744, ED 378 773, and ED 379 887.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Assistive Devices (for Disabled); Consultation Programs; *Disabilities; Early Childhood Education; *Educational Technology; Infants; Inservice Education; *Outreach Programs; *Technical Assistance; Technological Advancement; Toddlers; Young Children

This final report describes accomplishments and activities of the 3-year Activating Children Through Technology (ACTT) Outreach program at Western Illinois University, which focused on the integration of assistive technology into early childhood services for children (ages birth to 8) with disabilities. Objectives included: awareness activities; replication; product development, revision, and dissemination; training; consultation including cooperative work on a diagnostic team; assisting states; and local, regional, and national cooperative activities. The program, which trains trainers or direct service delivery staff, provided services responsive to the federal emphasis on assistive technology services. It developed three replicable components: ages birth to three, three to equipment; funds to other departments; organization and administrative structure of Governor's Schools; program compliance visit; and Willie M. Class members. (DB)

ED 395 429 EC 304 823

Smith, Carl R.; And Others
Factors in Selecting Instructional Settings for Students with Emotional and Behavioral Disorders.
PUB DATE- Apr 96
NOTE- 35p.; Paper presented at the Annual International Convention of the Council for Exceptional Children (74th, Orlando, FL, April 1-5, 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Behavior Disorders; *Decision Making; Elementary Secondary Education; *Emotional Disturbances; Inclusive Schools; Mainstreaming; Special Schools; Student Evaluation; *Student Placement

This paper proposes a process and format for making decisions concerning placement of students with emotional and behavior disorders. A sequential approach in the decision making process is urged, focusing on the student's progress to date, appropriate programs, and protection against a specialized setting becoming the permanent placement. The least restrictive environment (LRE) is proposed as the quality standard and is applied to issues of generalization, curriculum in specialized environments, and provision of specialized services. Data relevant to placement of these students in either regular or special schools are presented, organized into seven categories: (1) demographics; (2) special education history; (3) Individualized Education Program characteristics; (4) procedural components; (5) prior interventions; (6) LRE specific procedures; (7) behavioral characteristics; and (8) rationale for intensive service environments. (DB)

ED 395 430 EC 304 824

Including Students with Disabilities in Statewide Assessment and Accountability Systems: A Study of the Issues.
SPONS. AGENCY- Texas Education Agency, Austin.
PUB DATE- Sep 95
NOTE- 102p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; *Accountability; Change Strategies; *Disabilities; *Educational Assessment; Educational Policy; Elementary Secondary Education; Focus Groups; Program Implementation; School Districts; Standards; State Programs; Student Evaluation; *Student Participation; *Testing Programs
IDENTIFIERS- *Testing Accommodations (Disabilities); *Texas

This study examined critical issues related to including students with disabilities in the Texas assessment and accountability system and recommended a plan of action to address these issues. The statewide stakeholder group examining the issues focused particularly on local implementation barriers. The report begins with a discussion of assessment and accountability practices in Texas, followed by examination of

EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Case (Grammar); *Chinese; *Discourse Analysis; Language Research; Linguistic Theory; Sentence Structure; Structural Grammar
IDENTIFIERS- *A not A Questions; *Question Answering; Question Types

This paper aims to account for what at first appears to be a unique constraint in the formation of A-not-A questions. Most previous analyses employ the pragmatic notion of focus. This paper argues in favor of a presuppositional account, which has wide empirical coverage and is independently motivated and more theoretically coherent than the notion of focus. The first section of the paper introduces the question types in Chinese and two constraints on the formation of A-not-A questions. In section 2, previous analyses are critically surveyed. Section 3 elucidates the problems with the notion of focus both in general and in these specific analyses. Section 4 puts forward a presuppositional account. In section 5, independent motivations for the proposal are given. Section 6 provides a summary of the paper. (Contains 23 references.) (NAV)

ED 395 449 FL 023 654

Kuroki, Kenichi
Achievement Testing: A Final Achievement Test Model for Japanese Junior High School Students.
PUB DATE- Mar 96
NOTE- 35p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Achievement Tests; Comparative Analysis; *English (Second Language); Foreign Countries; Junior High Schools; Junior High School Students; Language Proficiency; *Language Tests; Linguistic Theory; Standardized Tests; *Test Construction; Test Format; Test Items; Test Reliability; Test Use; Test Validity
IDENTIFIERS- *Final Examinations; *Japan

This paper discusses the construction of language tests, particularly for English as a Second Language (ESL), that focus on language use in real situations. Linguistic theories that provide background for language test construction are reviewed, and application of those theories to ESL instruction in Japan is examined, with attention to the particular constraints of the English teaching environment there. The first chapter looks at the types and purposes of language tests, and the concepts of reliability, validity, practicality, and backwash effect. The second chapter offers an overview of English testing in Japan, including the pressure to excel on standardized tests and the types of test items currently used. The next chapter considers how more proficiency-oriented tests can be developed for the Japanese junior high school context, and how the theories presented in the first chapter may be relevant in Japan. Finally, test specifications and examples of communicative proficiency-oriented test items are presented. A brief bibliography is included. (MSE)

ED 395 450 FL 023 667

Ihde, Thomas W., Ed.; Stenson, Nancy, Ed.
Journal of Celtic Language Learning. Volume 1.
PUB DATE- 95

ED 395 469 FL 023 799

Chapman, John W.; Kari, James, Ed.
Athabaskan Stories from Anvik. Rev. John W. Chapman's "Ten'a Texts and Tales."
PUB DATE- 81
NOTE- 197p.; Photographs may not reproduce clearly.
LANGUAGE- English; Ingalik
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- *American Indian Languages; *Athapascan Languages; English; *Folk Culture; *Oral History; *Regional Dialects; Short Stories; Translation; Uncommonly Taught Languages
IDENTIFIERS- Alaska; *Ingalik

Sixteen Deg Hit'an (Ingalik) Athabaskan stories recorded by Rev. John W. Chapman during 1887-1905 in Anvik, Alaska, are presented. The stories are retranscribed with the help of current Deg Hit'an speakers, and are accompanied by both interlinear and free translations in English. The materials are intended to serve as reading material for students and adults gaining literacy in the Deg Hit'an region. An introductory section chronicles the stories' recording and retranscription and notes departures from the originals. The stories are: "How Raven Made Light"; "How Raven's Eyes Became White"; "How Raven Enticed a Man from His Home"; "Wolverine's Brothers"; "Wolverine"; "Sun and Moon"; "The Avenger"; "The Blind Man's Story"; "A Young Man Searches for a Wife"; "The Young Man and the Dog-Sisters"; "The One Who Refused to Marry and the Two Bears"; "The Jealous Wife"; "The Granddaughter and the Beads"; "The Little Old Lady Who Lived Alone"; "The Adventures of a Mouse"; and "Hawk Owl." (MSE)

ED 395 470 FL 023 800

Woodbury, Anthony C., Ed.
Cev'armiut Qanemciit Qulirait-Llu = Eskimo Narratives and Tales from Chevak, Alaska.
PUB DATE- 92
NOTE- 90p.; "Told by Tom Imgalrea, Jacob Nash, Thomas Moses, Leo Moses, Mary Kokrak. Translated by Leo Moses and Anthony C. Woodbury." Photographs may not reproduce clearly.
LANGUAGE- English; Yupik
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- *Alaska Natives; English; *Eskimo Aleut Languages; *Folk Culture; Short Stories; Songs; Translation; Uncommonly Taught Languages; *Yupik
IDENTIFIERS- Alaska

The eight narratives and tales collected here were told by elders of Chevak, an Alaskan village, and tape-recorded there in 1977 and 1978. An introductory section describes the village, dialect usage, and some background on the stories and story genres. The stories are divided into two parts according to an important native distinction between narratives, which are based on a known person's experience, and traditional tales, those said to have originated with ancient ancestors. The cultural context of storytelling, narrative performance, and the rendering of narrative performance on the printed page are also discussed. Each narrative and tale is accompanied by an English translation, and notes on these translations are included in the introduction. Contains 10 references. (MSE)

ED 395 471 FL 023 801

Her Younger Brother's Little Finger"); death ("The One Who Tore the Bowpiece from Her Grandmother's Canoe," "K'itlinbaalots'ik"); and war ("Liver's Head," "Unkk'uya," "Deeneegidzee," "Northern Lights Man," "The One Who Drank Water with Dog Droppings in It"). A separate teaching guide providing background notes on the tales, comprehension and discussion questions and activities, has been appended. (MSE)

ED 395 493 FL 023 825

Attla, Catherine; Jones, Eliza; Thompson, Chad
K'etetaalkkaanee: The One Who Paddled among the People and Animals. The Story of an Ancient Traveler Told by
PUB DATE- 90
NOTE- 342p.; "Stories told by Catherine Attla. Transcribed and translated by Eliza Jones. Analytical companion volume by Chad Thompson."
LANGUAGE- English; Koyukon
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Creative Works (Literary and Dramatic) (030),Creative Works (Literary and Dramatic) (030)
DESCRIPTORS- *Alaska Natives; *American Indian Culture; *Athapascan Languages; Folk Culture; *Legends; Tales; Uncommonly Taught Languages
IDENTIFIERS- Alaska; Koyukon

The classic Koyukon tale "K'etetaalkkaanee" recounts the epic journey of a traveler, strong in spirit power, who traverses the North. As he follows the destined path, he effects the transformation of animals, establishes customs, defines features of the physical world, and illustrates practical wisdom. The tale is recounted in Koyukon, an Athabaskan language of Alaska, by storyteller Catherine Attla, and presented with paragraph-by-paragraph translation in English. A foreword and an introduction provide background information on the tale, its cultural context, the storyteller, and characteristics of the storytelling. Drawings illustrate the text. A companion volume by Chad Thompson contains an analysis of the tale. Introductory sections provide information about the Koyukon people, the storytelling tradition, translation of the title, the use of language in the stories, and culturally-based responses to Athabaskan stories. A detailed analysis follows of: the tale's episodes; the overall story, the asides made during its telling, and other Koyukon versions of the tale; characters, situations, and the role of time and place in Koyukon stories; and characteristics of other northern traveler stories. (Contains 108 references). (MSE)

ED 395 494 FL 023 826

Hargus, Sharon, Comp.; Taff, Alice, Comp.
Deg Xinag Dindlidik: Deg Xinag Literacy Manual.
PUB DATE- 93
NOTE- 102p.; "Deg Xinag words and texts and English translations by Alta Jerue and Hannah Maillelle."
LANGUAGE- English; Ingalik
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Alaska Natives; *Athapascan Languages; Dialogs (Language); Grammar; *Language Patterns; Literacy Education; Native Language Instruction; *Phonology; Pronunciation;

ED 395 514 FL 023 863

McGrath, Ian
Participant Action Plans and the Evaluation of Teachers' Courses.
PUB DATE- 96
NOTE- 17p.; For complete volume, see FL 023 856.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080), Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Achievement; *Action Research; English (Second Language); Evaluation Methods; Experiential Learning; Foreign Countries; Higher Education; *Measurement Objectives; Self Evaluation (Individuals); *Student Teacher Evaluation; *Teacher Education Programs; Teacher Effectiveness; Theory Practice Relationship

This paper describes a study in which one specific form of follow-up, the action plan, was used to assess the effectiveness of a teachers' course with 15 German teachers of English and offers an evaluation of the plan's potential as a program evaluation instrument. The course was taught for 20, 1.5 hour sessions, in the mornings; afternoons were composed of a self-directed project, optional lectures, and local educational site visits. The action plan was introduced to participants on the last day of the course, with the objective that in 2-3 months, they would be asked to report on their progress toward the objectives they had formulated for the action plan. After 3 follow-up letters/postcards to all 15 students, 11 responses total, had been received. Analysis and comparison of action plans and responses revealed that action plans do seem to offer a feasible and economical way of gathering information that is of value to course organizers, especially regarding input to course design. The most difficult thing for the teachers was to find the time to adapt materials or to think through a different way of doing things. The action plans proved to be useful instruments for both evaluation and awareness-raising. (NAV)

ED 395 515 FL 023 864

Riccobono, Rossella
Deixis and the Dynamics of the Relationship between Text and Reader in the Poetry of Eugenio Montale.
PUB DATE- 96
NOTE- 14p.; For complete volume, see FL 023 856.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080), Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Foreign Countries; Language Rhythm; *Literary Criticism; *Literary Styles; Poetry; Readability; *Reader Response; *Reader Text Relationship; Reading Comprehension; Story Grammar; Text Structure
IDENTIFIERS- *Deixis; *Montale (Eugenio)

This article analyzes the function of deixis in the poetry of the 20th century Italian, Eugenio Montale, in particular, his "In limine." The main objective is to show how deixis is involved in the dynamic relationship between text and reader. A constant problem in Montale's texts is that of a disharmony felt by the poetic voice with the spatio-temporal dimensions in which the reader is placed, both existentially and historically, and that are felt as obstacles preventing the passage into new dimensions. The traditional concepts of space and time lose their claustrophobic significance. A cline of contexts of answer (response) regardless of grammatical form. "Answer" (A) is defined as "any response that fulfills the expectation of the question." "Reaction" (R) is defined as "any response that modifies (clarifies, expands) or rates (positively or negatively) a previous statement (question, answer, or another reaction)." It is pointed out that instructors experience difficulty in handling pauses and silence after posing a question, and it is recommended that instructors wait for a response. It is emphasized that it is desirable for an instructor to create a classroom atmosphere that welcomes questions from students. This atmosphere can be evoked by the teacher's asking for questions, listening to the students' questions adequately and answering the questions without belittling the students. (Contains eight references.) (CK)

ED 395 536 HE 029 190

Cashin, William E.
Developing an Effective Faculty Evaluation System. IDEA Paper No. 33.
PUB DATE- Jan 96
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *College Faculty; *Decision Making; *Evaluation Methods; Faculty Development; *Faculty Evaluation; Higher Education; *Measurement Objectives; *Organizational Objectives

This paper discusses the principles of an effective faculty evaluation system that are repeatedly recommended in the literature. These principles include the following: (1) clarify institutional goals; (2) decide on the purposes of the data to be collected; (3) use pilot programs when appropriate; (4) significantly involve participants in the development of the system; (5) foster open communication about the system; (6) obtain support from high-level administrators; (7) ensure that the system is flexible and legal; (8) define major and minor faculty responsibilities as well as the sources of data used to evaluate each subresponsibility at the beginning of the evaluation period; (9) use multiple data sources; (10) ensure that the data are technically acceptable; (11) define the criteria for each subresponsibility; (12) train the evaluators to evaluate and the supervisors to give feedback; (13) maintain confidentiality; (14) reward effective performance; (15) combine development with evaluation; and (16) review the system periodically. (Contains 30 references.) (CK)

ED 395 537 HE 029 191

Mulvey, Patrick J.; Dodge, Elizabeth
1994 Bachelors Degree Recipients Report.
PUB DATE- Apr 96
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Astronomy; *Bachelors Degrees; Blacks; *College Graduates; *Employment Opportunities; *Employment Patterns; *Graduate Study; Higher Education; Hispanic Americans; Minority Groups; *Physics; Womens Education

This report summarizes trends in the postbaccalaureate plans and in the sciences than the humanities despite higher college entrance scores of science students; and (3) between the different instructional styles of the fields despite similar student ratings of good teaching behaviors. The existence of these two cultures in the university suggests needed changes in institutional procedures in evaluating teacher effectiveness, awarding student honors, and curriculum organization. (Contains 27 references.) (DB)

ED 395 557   HE 029 216

Heifetz, Ronald A.
Leadership without Easy Answers.
PUB DATE- 94
NOTE- 348p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Books (010)
DESCRIPTORS- College Students; *Decision Making Skills; Higher Education; Interaction Process Analysis; Interpersonal Relationship; Interprofessional Relationship; *Leadership Qualities; Leadership Responsibility; *Power Structure; *Problem Solving; Role Perception; *Social Responsibility; *Stress Management
IDENTIFIERS- Harvard University MA

This book grew out of a course at Harvard University's Kennedy School of Government (Massachusetts) in leadership designed to give students insight and tools for working in various official and unofficial roles where leading others can become essential to effective performance. After an introduction, Part 1 presents an overview of the meaning of leadership focusing particularly on the concepts of adaptation and authority. Its three chapters address: the values inherent in effective leadership; the requirements for adapting to human challenges; and the evolution of authority in human society. Part 2 discusses principles leading with authority in four chapters on: authority relationships and organizational structures; the ability to apply power; dealing with crises in leadership; and deficiencies in leadership. Part 3 discusses leadership in the absence of any conferred authority, formal or informal, in two chapters which discuss creative decision making without authorization and strategies for dealing with stressful situations. Part 4 examines how to maintain one's position of relative safety and respect in two chapters about, first, character and physical assassination and, second, meeting personal challenges in isolation. (Contains reference notes for individual chapters.) (CK)

ED 395 558   HE 029 217

Zemsky, Robert, Ed.
Shared Purposes.
SPONS. AGENCY- Pew Charitable Trusts, Philadelphia, PA.
PUB DATE- Apr 96
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Administrator Role; Attitude Change; *Change Strategies; *College Faculty; Conflict Resolution; *Decision

computer software programs on career exploration. (KC)

ED 395 102 CE 070 911

Nagel, Elaine M.
A Character Development Component in a Correctional Education Curriculum. Section 353 Final Report.
SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg. Bureau of Adult Basic and Literacy Education.
PUB DATE- 95
NOTE- 20p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Basic Education; *Attitude Change; *Correctional Education; Demonstration Programs; *Outcomes of Education; *Personality; Personality Change; Personality Traits; Prisoners; *Program Effectiveness; Self Concept; Self Esteem; Self Motivation
IDENTIFIERS- 353 Project; *Character Education

This report details a project that explored the utility of adding a character development component to the academic curriculum for a correctional education program. In addition to the academic curriculum, a character component based on Steven Covey's "The Seven Habits of Highly Effective People" was taught to a demonstration group; only the academic curriculum was used with a control group. Staff and inmate observations and feedback were documented. The study found that academic gains of both the control group and the demonstration group were similar, as were composite attitude gains. However, the psychological self-attitude area showed sizable variation between groups. The control group exhibited a .83 loss whereas the demonstration group showed a 1.77 gain. The control group had 29 percent more early dropouts from the class. The study concluded that the project results do not justify the cost and time expenditure needed to implement the entire character component. However, the project did support adjustments to the curriculum to include segments on certain topics: paradigm and paradigm shifting, scripting and rescripting, proactivity and reactivity, and goal setting around roles. Feedback from staff and inmates was positive, although the small number of project participants did not allow for reliability of results. (KC)

ED 395 103 CE 070 912

Continuing the Exploration of Books: A Family Literacy Program for Challenged Adults. Final Report.
SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg. Bureau of Adult Basic and Literacy Education.
PUB DATE- 95
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Adult Students; *Childrens Literature; Demonstration Programs; Early Childhood Education; *Family Programs; Learning Disabilities; Lesson Plans; *Literacy Education; *Mild Mental Retardation; Program Implementation; *Reading Instruction; Reading Materials; Student Motivation; Teaching Methods
IDENTIFIERS- 353 Project; *Family Literacy

This project designed a family literacy program for parents with

Implementation; Student Evaluation
IDENTIFIERS- 353 Project

This document contains the final report and manual from Project Network, an experimental learning program that allowed adult literacy learners to interact via the Internet. The classes consisted of instruction in the following areas: basic keyboarding, simple networking techniques, accessing America Online, sending and receiving electronic mail using a modem, using the information highway to develop problem-solving skills, researching topics, and downlinking and uplinking files. The approximately 40 students were assessed with portfolios that included a journal, authentic, and performance assessments. The average attendance at the classes was 90 percent. The computer extended and enhanced what students were able to produce. The technology helped students to explore the writing process and increase their motivation. The selection and manipulation of appropriate tools stimulated students' problem solving and other thinking skills. The manual contains a reflective document that discusses the following: goals and objectives, design of the program, priority learning goals, evaluation instruments and techniques, performance and authentic assessments, scoring of performance and authentic assessments, and recommendations. An appendix section contains a general synopsis of the project, course syllabus sampler, lesson plan examples, student work samples, search strategy worksheet, and Internet glossary. (YLB)

ED 395 122 CE 070 939

Reaching Out: Recruiting a Specialized Ethnic Population.
SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg. Bureau of Adult Basic and Literacy Education.
PUB DATE- 95
NOTE- 58p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Basic Education; *Alcoholism; *Drug Addiction; Educationally Disadvantaged; *Ethnic Groups; *Literacy Education; Program Development; School Community Relationship; *Student Recruitment; Training; *Tutors
IDENTIFIERS- 353 Project

This report describes a project intended to address specialized recruitment of a multiethnic drug and alcohol recovery population in Lycoming County, Pennsylvania, who had not availed themselves of adult literacy services. A collaborator would be established within the community to encourage educationally disadvantaged adults who would be supported by their peers to seek educational services. Tutors and students were recruited and received instruction via one-on-one tutoring or small group tutorial. A small group tutorial training package was developed. The five-page report is accompanied by the training package. It provides these components for each of the eight areas covered in the two training sessions: objectives, materials list, rationale, and procedures. The eight areas are as follows: introductions, you the tutor, the adult learner, the reading process, the writing process, opportunistic teaching/learning, phonics and decoding skills, and wrap-up and evaluation. Student handouts are provided. (YLB)

ED 395 123 CE 070 940

PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; *Developed Nations; *Developing Nations; Economic Change; *Economic Development; *Economic Impact; *Employment Patterns; Global Approach; International Cooperation; Labor Force; Labor Force Development; Labor Market; Poverty; Public Policy; Social Change; Tables (Data); Trend Analysis; *Unemployment
IDENTIFIERS- *Global Economy

The impact of globalization of the world economy on employment throughout the world was examined by determining the causes and effects of the reduction in economic growth that has occurred in most developed and developing countries since 1973. The following were among the factors considered: international inequality; new technologies; effects of globalization on labor demand and labor standards; and policy responses to globalization (trade and industrialization; foreign direct investment, adjustment measures, labor market regulation). The effects of reduced economic growth on a given country's employment patterns/levels were found to depend on that country's way of responding to inadequate growth. The view that labor market rigidity is the main cause of poor employment performance was refuted. It was concluded that, although globalization generates real employment problems (unemployment, declining relative wages, and reduced job prospects), its potential benefits far outweigh its costs. The optimal strategy for encouraging economic development in a global economy was said to be to reap the considerable gains of continued globalization in terms of higher output and efficiency while developing appropriate national and international policies to deal with the social problems engendered by globalization. Contains 42 tables/figures and 216 endnotes.) (MN)

ED 395 142 CE 071 556

Preston, Christina
21st Century A to Z Literacy Handbook. Linking Literacy with Software: A Handbook for Education and Training.
PUB DATE- 95
NOTE- 169p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Check Lists; Classroom Techniques; *Computer Assisted Instruction; *Computer Uses in Education; Courseware; English (Second Language); Foreign Countries; Inservice Education; Internet; *Literacy Education; Online Systems; Professional Development; Reference Services; Resource Materials; Second Language Instruction; Teacher Improvement; Teaching Methods; *Telecommunications; Word Processing
IDENTIFIERS- *Great Britain; *Telematics

This book, which is designed for nonspecialist literacy teachers and lecturers, provides an overview of the role of computers in literacy, language, and communication. The preface includes selected views regarding the relationship between literacy, culture, and change and the essay "Domains of Literacy" by Gunther Kress. Discussed next are the role of telematics in literacy, software/hardware for inservice education, and online professional development and recreational activities for teachers. The following topics are examined in a section titled "A to Z of literacy": academic writing, adventures and fiction, process: presolicitation (needs identification, quality assurance requirements, environmental/health/safety concerns, descriptions of requirements, and cost estimates); solicitation and award (preproposal meetings, evaluation of proposals, discussions, awards); and postaward (postaward meetings, receipt and inspection, evaluating/reporting subcontractor performance). Lessons learned from procurement experience are summarized in the next section. Discussed in the next section are the purposes and principles of accounting. The following are among the purchasing and accounting practices examined in a section on ethics: interactions with suppliers, conflicts of interest, coemployment, personal services, untimely marketing, gifts, entertainment, kickbacks, financial reporting, illegal payments, and antitrust laws. Each section includes some or all of the following: enabling objectives, exercise requiring trainees to evaluate a manager's effectiveness in a given scenario, and lists of good practices and practices to avoid. Concluding the module are a 20-item reference list, practice test, and test answers. (MN)

ED 395 161 CE 071 584

Conduct of Operations. MAS-121. Waste Isolation Division (WID). Management and Supervisor Training (MAST) Program.
SPONS. AGENCY- Department of Energy, Washington, D.C.
PUB DATE- 96
NOTE- 79p.; For related modules, see CE 071 569-588.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Adult Education; Behavioral Objectives; *Business Administration; Case Studies; *Employer Employee Relationship; Employment Practices; Equipment Maintenance; Hazardous Materials; Learning Modules; *Management Development; On the Job Training; *Personnel Management; Problem Solving; Recordkeeping; Supervisor Qualifications; Supervisory Methods; *Supervisory Training; Teamwork; Vocational Education; *Waste Disposal
IDENTIFIERS- *Radioactive Wastes

This learning module, which is part of a management and supervisor training program for managers and supervisors employed at the Department of Energy's Waste Isolation Division, is designed to teach trainees to apply conduct of operations principles to their area(s) of responsibility. The following topics are covered in the module's individual sections: teamwork; operations organization and administration; shift routines and operating practices; work area activities; communications; control of on-the-job training; investigation of abnormal events; notifications; control of equipment and systems status; lockouts and tagouts; independent verification; log keeping; operations turnover; operations aspects of facility chemistry; required reading; timely orders to operators; operations procedures; operator aid postings; and equipment and piping labeling. Each section includes some or all of the following: enabling objectives, an exercise requiring trainees to evaluate a manager's effectiveness in a given scenario, and lists of good practices and practices to avoid. Concluding the module are a list of "smart moves," 22-item reference list, practice test, and test answers. Appended is the phonetic alphabet. (MN)

ED 395 162 CE 071 585

Disadvantaged; *Educationally Disadvantaged; *Females; *Low Income; *Nontraditional Occupations; Postsecondary Education; Program Development; Program Implementation; Remedial Programs; Skill Development; Student Financial Aid; Technical Education; Two Year Colleges; *Vocational Education

IDENTIFIERS- Lee College TX

This document consists of the project reports for the first two program years of Project LEEWAY: Steps to Success, a program at Lee College (Baytown, Texas) designed to promote and facilitate access to vocational-technical education and training, especially for women in nontraditional careers. The 1993-94 report discusses the development of this program designed to assist students in gaining access to vocational education programs through three program components: basic academic skills upgrading, workshops and courses addressing nontraditional careers and personal and career development, and student support services such as financial aid resource identification, tutoring, and child care, textbook, and transportation assistance. The report describes these activities: recruitment through social service agencies; assessement testing; career development; developmental studies; tutoring; and additional student support services. Results show a 90 percent completion rate and improved scores on measures of self-esteem and basic skills. Appendixes include forms, advisory committee minutes, and grant application. The 1994-95 report describes activities and improvements, including creation of a program brochure and poster for recruitment purposes; development of Quickstart, a 5-week noncredit, full-day program prior to full technical program enrollment to provide intensive preparation for success in technical training; continued student support services; and Women's Career Fair. It reports a 60 percent completion rate. Appendixes include forms and news articles. (YLB)

ED 395 179 CE 071 632

School-to-Work Apprenticeship. Project Manual 1993-1994.

SPONS. AGENCY- Texas Higher Education Coordinating Board, Austin.

PUB DATE- Jun 94

NOTE- 117p.; For a related document, see CE 071 633.

LANGUAGE- English

EDRS Price- MF01/PC05 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- *Apprenticeships; *Articulation (Education); Associate Degrees; Career Awareness; Career Education; Corporate Support; Curriculum Development; Educational Certificates; Education Work Relationship; High Schools; Inservice Teacher Education; Institutional Cooperation; Job Skills; *Law Enforcement; Models; *Petroleum Industry; Postsecondary Education; Program Development; Program Evaluation; Program Implementation; School Business Relationship; Student Certification; *Tech Prep; Two Year Colleges

IDENTIFIERS- Lee College TX

With Perkins tech prep funds, Lee College (Baytown, Texas), working with the Gulf Coast Tech Prep Consortium and the Goose Creek Consolidated Independent School District, developed a school-to-work apprenticeship model for tech prep programs. An advisory committe provided guidance in identifying targeted apprenticeable jobs, program content, and program sequence. The two targeted occupations were law enforcement and process

ED 395 196 CE 071 706

Way, Wendy L.; Montgomery, Bette
Hypermedia Technology: Tools and Strategies for Furthering Family and Consumer Education Curriculum Goals. Final Report and Tools for Implementing Critical Science-Based Curricula in Family and Consumer Education.
SPONS. AGENCY- Wisconsin State Board of Vocational, Technical, and Adult Education, Madison.
PUB DATE- 94
NOTE- 47p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Computer Assisted Instruction; Computer Uses in Education; *Consumer Education; Educational Media; *Educational Technology; *Family Life Education; Home Economics; *Hypermedia; Microcomputers; Multimedia Instruction; Secondary Education; Teaching Methods

This report and literature review describe a project that investigated the use of hypermedia software and software and conducted workshops for teachers in the use of hypermedia in family and consumer education. Project materials included in this report are as follows: (1) a selected bibliography listing 49 references on perspectives on technology and education, 13 references for technical assistance with hypermedia, and 13 computer and education periodicals; (2) a discussion of authoring systems; (3) descriptions of 14 hypermedia software packages; (4) a list of 14 resources for laserdiscs, CD-ROMs, and hypermedia software; (5) information on copyright regulations for software; (6) a checklist for a hypermedia starter system; (7) a hypermedia author's checklist; and (8) key ideas concerning the use of hypermedia in critical science-based family and consumer education programs. The final report is followed by Tools for Implementing Critical Science-Based Curricula in Family and Consumer Education, a literature review from which the following findings were drawn. Hypermedia, software programs designed to facilitate use of computers with videotapes, compact disks, scanners, and other peripheral multimedia equipment, can be used to enhance learning in family and consumer education. Hypermedia programs are often easy to use and permit teachers and students to create "stacks" of information that can be assembled in various ways to help students explore topics in consumer and home economics education such as nutrition, fabrics, and family management. Using this methodology, students can develop their critical thinking skills and solve problems, rather than just memorize blocks of knowledge. This type of approach is in keeping with the recommended critical science-based curriculum in family and consumer education. No technology, however, can supplant teachers and their decision-making and teaching skills in guiding their classes. The literature review contains 46 references. (KC)

ED 395 197 CE 071 707

Integrating Multimedia into a Remedial Instruction Pilot.
SPONS. AGENCY- Wisconsin State Board of Vocational, Technical and Adult Education, Madison. Wisconsin Technical Coll. System.
PUB DATE- 94
NOTE- 115p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.

takes one of the following forms: electronic mail; bulletin boards/newsgroups; downloading of course materials or tutorials; interactive tutorials on the Web; real-time, interactive conferencing; "intranets" (internal, limited-access websites); or informatics. Advantages of delivering DL on the Internet include the following: time and place flexibility; potential to reach a global audience; no concern about compatibility of computer equipment and operating systems; quick development time; easy updating of content; and usually lower development and operating costs. Some disadvantages are limited bandwidth and slow modems that hamper delivery of sound, video, and graphics; reliance on learner initiative; information overload; access; and social isolation. Multimedia/hypermedia contexts support constructivist approaches to learning. Computer discussion also requires and facilitates learning-how-to-learn skills. Social isolation can be a drawback, but learning communities are developing in cyberspace. Online courses often feature consensus building and group projects, through which learners can develop skills in collaborating with distant colleagues and cooperating with diverse individuals--skills increasingly needed in the global workplace. To help learners make effective use of DL methods, skilled facilitation by teachers is essential. (Contains 13 references.) (YLB)

ED 395 215 CE 071 754

Wagner, Judith O.
Locating Vocational Education Curriculum and Instructional Materials. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 96
NOTE- 4p.; Update of ED 318 915.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Adult Education; Computer Networks; *Computer Uses in Education; *Curriculum; *Databases; *Instructional Materials; Internet; Libraries; Postsecondary Education; *Resource Centers; Secondary Education; *Vocational Education; World Wide Web
IDENTIFIERS- ERIC Digests

This digest provides a variety of sources for vocational education curricula, lesson plans, and other instructional materials. The section on networking includes listservs and World Wide Web sites that lead to curriculum resources and other valuable information. Access points to the ERIC database are listed, as are instructional materials labs and consortia that produce and often offer their products for sale to the general public. Names, addresses, telephone numbers, World Wide Web sites, and descriptions are provided for eight organizations: Vocational Instructional Materials Lab, Center on Education and Training for Employment, The Ohio State University; Instructional Materials Laboratory, University of Missouri-Columbia; American Association for Vocational Instructional Materials, Winterville, Georgia; Curriculum and Instructional Materials Center, Oklahoma Department of Vocational and Technical Education; Center for Occupational Research and Development, Waco, Texas; Curriculum Materials Service (agricultural education), Columbus, Ohio; Vocational-Technical Education Consortium of States; and Curriculum Publications Clearinghouse, Western Illinois University. The between the supply of subsidized, affordable housing and demand. The second section delves into the specific connections between housing and self-sufficiency programs. This includes a discussion on the logic of linking the two, an examination of the ways in which there has been a lack of coordination between the housing and social welfare systems (the traditional route through which recipients are supposed to achieve self-sufficiency) and an overview of the housing/self-sufficiency programs that have been implemented. The final section of the paper discusses the present and future challenges for housing-based self-sufficiency programs, including the major lessons that have been learned from the various early and contemporary initiatives. Contains 74 references. (TS)

ED 395 234 CG 026 979

Gomez, Maria J.; Fassinger, Ruth E.
Career Paths of Highly Accomplished Latinas.
PUB DATE- 95
NOTE- 15p.; Paper presented at the Annual Meeting of the American Psychological Association (103rd, New York, NY, August 11-15, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Career Choice; *Career Development; *Cultural Background; Ethnic Groups; *Ethnic Studies; Higher Education; *Hispanic Americans; *Mexican Americans; Minority Groups; Self Concept; Self Motivation; Sexual Identity
IDENTIFIERS- *Latinas

A qualitative investigation of the professional development experiences of 17 prominent U.S. Latinas across 7 occupational fields is the subject of this paper. The investigation described here explored cultural, personal, and contextual variables in relation to the career development of Latinas; in addition, it included specific exploration of cultural identity and the work-family relationship. Although the primary focus is on specific methodological issues that arise when using a qualitative approach with Latinas, the paper concludes by discussing five tentative observations regarding the participants' career development: (1) the career paths of the women interviewed were not linear; (2) all but one of the participants spoke of one pivotal individual who had a positive influence in their lives and career self-efficacy; (3) all participants who had spouses or partners spoke highly of the support, understanding, and encouragement they received from their partners, regardless of the partner's ethnicity or race; (4) identity was a core issue for the women studied--being a woman and Latina were inextricably connected; and (5) invariably, the participants expressed instances of discouragement, neglect and prejudice from all echelons of the educational system. (TS)

ED 395 235 CG 026 980

Integrating Federal Statistics on Children. Report of a Workshop (Washington, D.C., March 31-April 1, 1994).
SPONS. AGENCY- Annie E. Casey Foundation, Baltimore, MD.
PUB DATE- 95
NOTE- 224p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions)

Preference Survey was constructed to investigate whether individuals would be more likely to consider prestige over interest-congruence when choosing occupations. Findings from 294 college students indicated significant Holland type differences among subjects' occupational preferences. Students generally preferred interest-congruent occupations. More specific findings revealed that among Anglo-American students, high-prestige/low-interest occupations were most preferred by Investigative type students and least preferred by Artistic and Social type students. (Contains 29 references; five tables present statistical analysis.) (Authors/TS)

ED 395 254 CG 027 072

Greenewald, M. Jane; Walsh, Cheryl
The Effect of Environmental Accommodations on Attending Behavior of an ADHD Chapter I Student: An Action Research Study.
PUB DATE- Apr 96
NOTE- 11p.; Paper presented at the Annual Meeting of the American Educational Research Association (77th, New York, NY, April 8-12, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Attention; *Attention Deficit Disorders; Attention Span; Behavior Disorders; Classroom Environment; *Educational Environment; *Hyperactivity; *Learning Disabilities; Learning Problems; Neurological Impairments; Primary Education

An attention deficit hyperactivity disorder (ADHD) student's impulsivity and inattentiveness were interfering with his learning and that of his classmates. Prior to experimental intervention, a simple event recording was conducted over nine class periods to determine the frequency of this subject's impulsivity and inattentiveness. For ease of observation the most frequently occurring behavior was targeted for study. An ABAB reversal design was used to study the effects of regular instructional procedures (baseline) and instructional procedures recommended for ADHD children (intervention) on the subject's non-attending behavior. Baseline and intervention differed in terms of physical design, management, and curriculum and lesson presentation. Results indicated that the intervention did positively influence the subject's ability to attend. Because this experiment included multiple elements, further research will be needed to ascertain whether a smaller array of environmental variables or perhaps a single variable can produce similarly significant reductions in problem behaviors as quickly. It is also recommended that examination of holistic modifications of classroom environments be conducted over a longer time frame, as research indicates that behavioral problems may increase as length of exposure to a particular setting or task increases. Results of this study may serve to encourage teachers faced with the challenge of ADHD children to learn more about this disorder and to experiment with instructional strategies with the potential to create a workable match between the ADHD child's needs and the classroom environment. Contains 15 references. (TS)

ED 395 255 CG 027 076

Jaffee, Lynn; Manzer, Rebecca
Girls' Perspectives: Physical Activity and Self-Esteem.
PUB DATE- 92
NOTE- 11p.; For related documents, see CG 027 078 and CG 027 079.

shows that about 100 words make up half of all the words used in writing. If the student is accountable for these particular words, he/she can learn to recognize them instantly in order to achieve fluency in reading, writing, and spelling. The educator must choose the most effective method to implement the learning of the 100 words. Rebecca Sitton has developed groups of 3 types of spelling words: core words (lists of 10 words, divided by grade level); individual words (words each student selects for him- or herself); and priority words (former core words that students have mastered). Steve Graham and Karen Harris suggest a process known as preview, practice, and review. This method provides students with an efficient, systematic technique to study unknown spelling words. Many teachers still agree with the 6-step method developed by Ernest Horn in 1919, which asks students to memorize the word with their eyes closed and then write it down. (Contains the list of the 100 most frequently used words.) (TB)

ED 395 274 CS 012 435

Campbell, Patricia
The Interdependence of Reading, Writing and Critical Thinking.
PUB DATE- 27 Oct 95
NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Elementary Education; *Literacy; Reading Skills; *Reading Writing Relationship; Teacher Student Relationship; *Writing Instruction
IDENTIFIERS- Learning Environment; *Student Empowerment; Writing Development; *Writing Thinking Relationship

The integration of early reading, writing, and critical thinking skills are crucial to the development of healthy attitudes about writing and literacy in general. A child needs to feel that what he or she says is valuable. For that to happen, children need to begin at a very young age expressing themselves. Writing is an excellent outlet. As soon as children can hold a pencil, have a thought, and distinguish drawing from writing, they should be content writing. Effective writing, however, is dependent on the amount of background knowledge acquired by the writer. Years of exposure in both reading and writing help to develop communication skills. Educators must remember that literacy is grounded in situation--it is not universal. There are many contexts and situations for literacy learning beyond the general academic community. Children should be exposed to a variety of genres within the school setting to inform them of the multitude of situational literacy-learning environments outside the classroom. If a child feels that his or her words are valuable no matter the genre used, that child will feel empowered to make changes and become involved in decision making. In a class taught by Douglas Farough, students experienced empowerment by writing to the minister of natural resources about their views on trophy hunting. (Several reading lesson plans for grade 1 are attached.) (TB)

ED 395 275 CS 012 436

Goodman, Yetta M.; Wilde, Sandra, Ed.
Notes from a Kidwatcher: Selected Writings of Yetta M. Goodman.
PUB DATE- 96
NOTE- 325p.
LANGUAGE- English

Relationship; Spelling; Word Recognition
IDENTIFIERS- Phonological Awareness; Print Awareness; Teaching Research

Noting the continuing concern about reading standards, reading processes, and methods of teaching reading, this booklet reviews current research in reading. Sections of the booklet discuss: (1) research on reading processes; (2) how fluent readers recognize words; (3) what beginning readers need to know about language; (4) what beginning readers need to know about print; (5) how children learn to read; (6) the reading-writing-spelling connection; (7) the content and organization of reading instruction; (8) reading schemes (basal reading series); (9) the role of parents and other care-givers; and (10) children with reading difficulties. Each section in the booklet ends with a short list of implications. Contains 16 references. (RS)

ED 395 294 CS 012 463

First and Second Language: The Reading and Writing Connection.
PUB DATE- 96
NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Elementary Secondary Education; *Language Enrichment; Literature Reviews; Public Education; *Reading Processes; Reading Research; Reading Strategies; *Reading Writing Relationship; *Second Language Learning; Student Evaluation; *Writing Processes; Writing Research; Writing Strategies
IDENTIFIERS- *North Carolina

To assist second language teachers, administrators, parents, and other teachers to better understand how foreign language instruction helps students develop literacy skills, this paper discusses research about the commonalities between first and second language reading and writing. It is an outgrowth of the North Carolina State Board of Education's plan for restructuring public education. Sections of the paper address (1) the comparison of reading and writing in first and second language; (2) the reading and writing process; (3) some effective reading and writing strategies; (4) the connection to the second language curriculum; and (5) assessment. The paper also briefly discusses the role of grammar in writing, the interrelation of the four language skills, and the use of authentic text in reading and writing. Contains 17 references. (RS)

ED 395 295 CS 012 464

Spelling in Use.
PUB DATE- 96
NOTE- 82p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Reports - General (140)
DESCRIPTORS- Classroom Techniques; Elementary Education; Instructional Effectiveness; Parent Participation; *Spelling; *Spelling Instruction; *Student Evaluation; Teaching Methods
IDENTIFIERS- *North Carolina; *Spelling Growth

Addressing issues, concerns, and practices surrounding how children use spelling and become competent, confident spellers of composition instruction--the thesis/support form, this book argues that the essay, with its informality, conversational tone, meditative mood, and integration of form and content, is better suited to developmental, epistemological, ideological, and feminist rhetorical pespectives. The book first traces the origins of the essay in the 16th century. It then examines 20th-century theories of the form to illustrate what constitutes the fundamental qualities of the essay--epistemological skepticism, anti-scholasticism, and the use of an "anti-Ciceronian chrono-logic" organization ("we can only have one thought in our heads at a time, one thought leads to another, and time flows in only one direction"). This leads to writing that is well developed and well ordered, consistent, and methodical. The book shapes a "rehabilitative theory" of the essay by applying the theories of Mikhail Bakhtin to advance a conception of the essay as a centrifugal, novelistic, dialogic, and carnivalesque form. The book then examines the practice of some contemporary essayists--Aldous Huxley, Joan Didion, Charles Simic, Alice Walker, Scott Russell Sanders, Gretel Ehrlich, and Joseph Epstein. Extensive, detailed accounts of assignments and classroom activities on the essay form that have been used effectively with students are offered. Several student essays are presented in their entirety and analyzed in the book. An afterword and appendixes on sources and works cited conclude the book. (NKA)

ED 395 315   CS 215 285

Berlin, James A.
Rhetorics, Poetics, and Cultures: Refiguring College English Studies. Refiguring English Studies Series.
PUB DATE- 96
NOTE- 218p.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Historical Materials (060),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *College English; *Cultural Context; *Curriculum Evaluation; Educational History; *English Departments; *English Instruction; Higher Education; Humanities; Language Role; Literary Criticism; *Rhetoric; Teacher Student Relationship
IDENTIFIERS- *Critical Literacy; Cultural Studies; Departmental Politics; Literary Canon; Poetics; Postmodernism

This book, the final work of a noted rhetorician and scholar, examines the history and development of English studies, and the economic and social changes that affect the understanding of the humanities today. Noting that while rhetoric once held a central place in the college curriculum, the book describes how rhetoric became marginalized in college English departments as the study of literature assumed greater status in the 20th century--a result of the shift in decision-making in practical and political matters from the "citizenry" to university-trained experts. The first section of the book provides relevant historical background and explores the political uses of English as a discipline. The second section, "The Postmodern Predicament," shifts the focus to the contemporary scene. The third section, "Students and Teachers," explores the general guidelines recommended for the pedagogy of a refigured English studies. It is argued that the classroom should become the center of disciplinary activities, the point at which theory, practice, and democratic politics interact. In the final section, "Departmental Directions," three English departments that have addressed concerns about English studies are profiled and recent research that attempts to correct failings in

(150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Diffusion (Communication); Higher Education; Mass Media; *Politics; *Public Relations; *Rhetoric; Theory Practice Relationship
IDENTIFIERS- Applied Communication; *Historical Background; *Political Communication

Political communication has influenced greatly the study of modern public relations. The development of modern public relations can be traced back to the Ancients of Greece. The definition of "political communication" when applied to public relations is typically corporate in nature. That is, public relations defines the role of political activity primarily as "public affairs." Political communication's contributions to the study of public relations are found in four areas: (1) political communication provides an historical context to the study and development of modern public relations; (2) it helps scholars understand the message, or more precisely the speech; (3) political communication has provided a "bottom-up" perspective to public relations practice found in grassroots campaigning; and (4) political communication, as an applied field, has helped move public relations theory and practice from a mass media orientation to explore the diffusion process underlying influence attempts. Political communication offers a variety of challenges to the study and practice of public relations. Political communication's exploration of how the message influences the public targeted adds a critical/empirical perspective to public relations theory, research, and practice. (Contains 17 references.) (RS)

ED 395 336 CS 509 209

Muir, Janette Kenner
Convention Planning: Enriching the Senior Experience with an Applied Communication Class.
PUB DATE- 18 Nov 95
NOTE- 16p.; Paper presented at the Annual Meeting of the Speech Communication Association (81st, San Antonio, TX, November 18-21, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Course Content; Course Evaluation; *Experiential Learning; Higher Education; *Planning; Professional Development; *Speech Communication; Student Evaluation of Teacher Performance; *Student Participation; *Teamwork
IDENTIFIERS- Applied Communication; *Professional Meetings

When an instructor was asked to serve as the second vice president for the Eastern Communication Association, she found ways to incorporate her students into the process of convention planning. To assist her in her duties she developed a special topics course in applied communication that required the students to carry out much of the work for the convention. The objectives of the planning class were as follows: (1) to provide students with an opportunity to prepare for and to attend a regional conference; (2) to enable students to develop skills in fund raising, public relations, and human relations; (3) to create outlets for students to create materials in advertising, news releases, layout and displays. The course was also designed to incorporate teamwork, creativity, and many communication skills. The course met once a week and consisted of discussion about convention planning, talks from guest

(CR)

ED 395 354 CS 509 272

Morse, Philip S.; Ivey, Allen E.
Face to Face: Communication and Conflict Resolution in the Schools.
PUB DATE- 96
NOTE- 115p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Administrator Role; Communication Problems; *Communication Skills; *Conflict Resolution; *Educational Environment; Elementary Secondary Education; Interpersonal Communication; Models; *Problem Solving; Social Control; Student Attitudes; *Student Development; *Teacher Student Relationship; Violence
IDENTIFIERS- *Communication Strategies; Communication Styles; Conflict Management; Confrontation

Designed to help improve the staff-to-student communication style in schools, this book shows practitioners how to go from adversarial approaches to caring and helping--without losing control of the situation. The book offers time-tested methods that counselors and therapists have used successfully for years, methods that can be modified for diverse personalities and diverse schools. It presents definitive techniques to help get through the hardest school confrontations without anyone coming out a "loser." The book discusses how to (1) focus on what is really being said; (2) demonstrate that communication is caring and sharing, not lecturing; (3) develop effective questioning skills; (4) provide alternatives to violence using mediation; and (5) apply basic, learned skills to any school confrontation. The book concludes by elaborating a practical model which integrates communication skills and conflict resolution principles. (NKA)

ED 395 355 CS 509 274

Heinz, Bettina
An Initial Exploration of the Potential Contributions of French Feminist Theory to Interpersonal Communication.
PUB DATE- 7 Oct 95
NOTE- 26p.; Paper presented at the Annual Meeting of the Organization for the Study of Communication, Language and Gender (St. Paul, MN, October 7-8, 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Communication Research; *Feminism; Foreign Countries; *Interpersonal Communication; *Scholarship; *Sex Differences
IDENTIFIERS- Discourse; *Feminist Criticism; France; Gender Issues; Identity Formation; *Theoretical Orientation

More than a decade after the provocative writings of French feminist writers Julie Kristeva, Luce Irigaray, Helene Cixous, and Monique Wittig first appeared, the exploration of sexual and gender differences continues to draw controversy. Their work has been considered mostly in regard to literature, Northwest United States are using a wide variety of idea tools--convening stakeholders, sponsoring conferences, and designing marketing plans; and (4) idea tools may work best in conjunction with other policy tools. Appendices contain names of the 7 focus group participants and 14 interviewees, the interview questions, and examples of IEHS models. (Contains 27 references.) (LMI)

ED 395 375 EA 027 563

Crozier, Gill
Empowering the Powerful: A Discussion of the Interrelation of Government Policies and Consumerism with Social Class Factors and the Impact of This upon Parent Interventions in Their Children's Schooling.
PUB DATE- Sep 95
NOTE- 33p.; Paper presented at the European Conference of Educational Research (Bath, England, United Kingdom, September 14-17, 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Accountability; Equal Education; Foreign Countries; Free Enterprise System; Parent Influence; *Parent Participation; Parent Role; *Parent Teacher Cooperation; Secondary Education; Socioeconomic Background; *Socioeconomic Influences; *Socioeconomic Status
IDENTIFIERS- *England

This paper presents findings of a study that examined the effect of British parents' social class on their ability to intervene in their children's schooling and to participate as "active consumers." In this case study of one school in England, data were derived from a questionnaire mailed to 491 parents of pupils in years 7, 9, and 11; interviews with 60 parents selected at random from the survey sample; and interviews with 15 teachers and various school administrators. Despite the climate of increased statutory rights for parents and increased expectations for teacher accountability, middle-class parents intervened in their children's education more frequently than did their working-class counterparts. Working-class parents had less access to information and were usually more reluctant to question teachers' professional knowledge and take up teachers' time. They also tended to hold unclear aspirations for their children's futures. In addition, although many middle-class parents expressed commitment to equal educational opportunities, they were not primarily concerned with the needs of all pupils. The appendix contains the interview guide. (Contains 30 references.) (LMI)

ED 395 376 EA 027 564

Macpherson, R. J. S.
Reframing Accountability Policy Research with Postpositivism, Pluralism, Democracy and Subsidiarity.
PUB DATE- Apr 96
NOTE- 20p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Accountability; *Decentralization; *Educational Assessment; Educational Policy; Elementary Secondary Education;

obtained from four focus groups composed of 7-10 women each, distinguished by their different levels of involvement in the school system. The most involved group included women with actual school-board experience, and the least involved group included women who did not volunteer at schools. Indepth interviews were conducted with one woman from each focus group. All groups shared a similar motivation for running for office--the desire to make a difference in the educational system. Barriers to participation included lack of self-confidence, fear of not being taken seriously, socioeconomic factors, and the presence of young children at home. Women most likely to seek school-board office had high levels of self-esteem and personal efficacy, a family income over $50,000, older children, and previous volunteer experience; they were also between 35 and 44 years of age, well educated with college experience, dissatisfied with the education system, and not employed full-time outside the home. Three figures and the interview guide, and individual interview questions are included. (Contains 27 references.) (LMI)

ED 395 394   EA 027 584

Schmieder, June; And Others
Privatization of School Food Services and Its Effect on the Financial Status of the Cafeteria Fund in Participating California Public School Districts.
PUB DATE- Apr 96
NOTE- 31p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12, 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Budgets; Contracts; Educational Economics; *Educational Finance; Elementary Secondary Education; *Food Service; Free Enterprise System; Income; Private Sector; *Privatization; Public Schools; School Business Relationship; *School District Spending; *School Funds
IDENTIFIERS- *California

The opportunity to increase private company revenues and the pressure to minimize losses within a public school district's cafeteria and general funds have propelled the emergence of private food-service-management companies (FSMCs). This paper presents findings of a study that examined privatization of school food services and its effect on the financial status of the cafeteria fund in participating California public school districts. The study also examined the trend toward privatization and the motivation of board members, superintendents, and chief business officials regarding reasons for electing and/or discontinuing private companies. Data were derived from documents filed with the State Department of Education. School districts of similar size and geographic region were compared during the same period to examine financial changes in the districts' ending fund balances. Sample 1 included 47 districts that contracted food services, and sample 2 included 47 districts that did not. A total of 70 board members, superintendents, and school-business officials were also surveyed. Findings indicate that the financial status of a school district changed when the district contracted for privatized school food services with an FSMC. Within sample 1, 38 percent of the districts experienced a net loss in ending fund balance, and 55 percent of the districts showed a net gain in ending fund balance. Within sample 2, 28 percent of the five, and severe disabilities. The program received 3,955 requests for technological services, trained 79 site personnel for model replication, and conducted 25 technology workshops. Project products included eight training modules, software programs which support curricular objectives, videotapes of current technology applications used by children, and equipment modification schematics. The final report addresses the project's goals and objectives, theoretical and conceptual framework, project sites and activities, problems and solutions, evaluation findings, impact, and future activities. (Contains 70 references.) (DB)

ED 395 412 EC 304 805

Thomson, George O. B.; And Others
Criteria for Opening Records of Needs. Interchange, No. 40.
SPONS. AGENCY- Scottish Office Education and Industry Dept., Edinburgh. Research and Intelligence Unit.
PUB DATE- Mar 96
NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Access to Education; *Decision Making; *Disabilities; *Disability Identification; Educational Legislation; Elementary Secondary Education; *Eligibility; Foreign Countries; Individualized Education Programs; Models; National Surveys; Special Education; *Special Needs Students; *Student Evaluation; Student Needs
IDENTIFIERS- Education Act 1981 (Scotland); *Scotland

This study examined the recording of special educational needs as required by the 1980 and 1981 Education Acts of Scotland, focusing on differing criteria for opening Records of Needs. The study conducted a national survey over 4 sample months of recording activity, interviewed key informants (usually a school's principal psychologist or education officer responsible for special needs) concerning four standard vignettes of representative pupils with special educational needs, and tested the feasibility of a proposed model. The national survey covered 767 recorded children, of whom three-fourths had records opened at the preschool and primary school age and one-fourth at the secondary level. The study found an increase over the past 5 years in the numbers of recorded pupils in mainstream settings. The interviews with key informants found that the decision to open a Record of Needs involved such factors as the level of adaptation required in relation to the physical environment and the curriculum and the level of specialized resources and support required. A model is presented which replaces the term "special educational needs" with "educational support needs" and offers a level of needs matrix encompassing: (1) the physical environment; (2) the curriculum and how it is delivered; and (3) the level of support required to engage optimally with the curriculum. (Contains 10 references.) (DB)

ED 395 413 EC 304 806

Regulations Governing Special Education Programs for Children with Disabilities in Virginia (Effective January 1994).
PUB DATE- Jan 94
NOTE- 63p.; For 1984 edition, see ED 263 703.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)

four critical areas identified by the focus group: participation, accommodations, reporting, and implementation. High stakes accountability was seen as the underlying barrier to greater participation rates in state assessments by students with disabilities. Local variability and inconsistencies in allowable accommodations were found. Many questions about reporting of results for these students were raised, and significant obstacles to implementing expanded assessment and accountability systems were found. The recommended action plan addresses networking, research, and development in the four major areas. Appendices include details on the project, information on its national context, resource documents used, and information on related issues. (Contains 23 references.) (DB)

ED 395 431 EC 304 826

Given, Barbara K.
Mild Learning Disability or Learning Style Difference? Revised.
PUB DATE- Mar 96
NOTE- 12p.; Paper presented at the International Conference of the Learning Disabilities Association of America (Dallas, TX, March 6-9, 1996). Revised for the Annual Conference of the Maryland Learning Disabilities Association (Towson, MD, November 21, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cognitive Style; Definitions; *Disability Identification; Elementary Secondary Education; Individual Differences; Individualized Instruction; *Learning Disabilities; *Learning Problems; *Learning Processes; *Mild Disabilities; Student Characteristics

This paper proposes that mild learning disability may often be more the result of teaching which ignores individual differences in learning style than the result of psychological processing and/or central nervous system disorders that are characteristic of true learning disabilities. A brief overview of learning disability identification explains the characteristics which distinguish a learning disability from other learning difficulties. These characteristics are then discussed in the context of the similarities in the definitions of learning disability and learning style. Teaching to match individual learning styles is seen to be one way of providing appropriate instruction as long as teachers are aware of the fallibility of many learning style instruments and remain flexible to changes in students over time. Such a reconceptualization from identifying psychological process disorders to honoring learning styles is seen as a positive and empowering change in how students are viewed. (Contains 49 references.) (DB)

ED 395 432 EC 304 827

Developing an Inclusive Policy for Your School. A CSIE Guide.
PUB DATE- 96
NOTE- 30p.; Produced with assistance from Platinum Trust.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations)

NOTE- 58p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Computer Assisted Instruction; *Irish; Journal Writing; Learning Strategies; Periodicals; Second Language Learning; Speech Skills; Student Motivation; Uncommonly Taught Languages
IDENTIFIERS- *Celtic Languages

This annual journal offers research articles, a teaching forum, and announcements on Celtic language learning. The publication's mission is to provide a forum where teachers and applied linguists can contribute to the literature presently available on second language acquisition as well as increase communication among Celtic language teachers and researchers. Articles included are: "Journal Writing as a Method of Student Motivation in Irish Language Class" (Roslyn Blyn); "Dialects, Speech Communities, and Applied Linguistics: A Realistic Approach to the Teaching of Irish in Non-Irish Speaking Areas" (James J. Duran); "CALL With Methodical Explanations" (Annette McElligott and Gearoid O Neill); and "Teaching Speaking in Celtic Languages" (Zev bar-Lev). A listing of materials received concerning Celtic language is included along with a listing of conferences, workshops, and rules for article submissions. (Contains article references.) (NAV)

ED 395 451 FL 023 754

Milroy, Lesley, Ed.; Muysken, Pieter, Ed.
One Speaker, Two Languages. Cross-Disciplinary Perspectives on Code-Switching.
PUB DATE- 95
NOTE- 378p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Adult Learning; *Bilingualism; Classroom Communication; *Code Switching (Language); Dialects; *Discourse Analysis; French; Immigrants; *Intercultural Communication; Interference (Language); Interpersonal Communication; Language Acquisition; Language Impairments; Language Patterns; Language Processing; Language Research; Linguistic Theory; Policy Formation; Pragmatics; Psycholinguistics; Standard Spoken Usage

Fifteen articles review code-switching in the four major areas: policy implications in specific institutional and community settings; perspectives of social theory of code-switching as a form of speech behavior in particular social contexts; the grammatical analysis of code-switching, including factors that constrain switching even within a sentence; and the implications of code-switching in bilingual processing and development. Chapters are: "Introduction: Code-switching and Bilingualism Research (Lesley Milroy and Pieter Muysken); "Bilingual Speech of Migrant People" (Louise Dabene and Daniele Moore); "Code-switching in the Context of Dialect/Standard Language Relations" (Anna Giacalone Ramat); "Code-switching in Community, Regional, and National Repertoires: The Myth of the Discreteness of Linguistic Systems" (Penelope Gardner-Chloros); "Code-switching in the Classroom: Two Decades of Research" (Marilyn Martin-Jones); "The Pragmatics of Code-switching: A Sequential Approach" (Peter Auer); "A Social Network Approach to Code-switching: The Example of a Bilingual Community in Britain" (Lesley Milroy and Li Wei); "Code-switching and the Politics of Language" (Monica Heller); "Code-switching and

Ong, Chye Wah; And Others
Asian Second-Language Educationists' Views on Gender-Inclusive English.
PUB DATE- Apr 96
NOTE- 18p.; Paper presented at the Southeast Asian Ministers of Educational Organization Regional Language Centre Seminar (Singapore, April 22-24, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational Philosophy; *English (Second Language); Foreign Countries; Grammar; *Instructional Materials; *Language Usage; Professional Development; Second Language Instruction; *Sex Differences; Sex Stereotypes; Social Change; Sociocultural Patterns; *Teacher Attitudes; Teacher Education Programs
IDENTIFIERS- *Asians; *Gender (Language)

This report describes a study of Asian educators of English as a Second Language and how they approached the gender-inclusion change in English classes and curriculum materials. The actual change is outlined, focusing on the shift away from the use of gender-exclusive generic "he" to more gender-inclusive forms, and the shift away from the use of gender-exclusive "man" to a more gender-inclusive form. Subjects were 35 nonnative-speaker English language instructors from 9 Asian countries attending a regional language center course; they averaged 12 years of experience as teachers, materials writers, and curriculum planners. Participants listened to a 45-minute presentation on gender-exclusion, answered a questionnaire, and were interviewed. The written language of several subjects was analyzed, and participants were all asked for feedback on the subject and the study. Results revealed that the majority used gender-exclusive materials in their classes. Most reported they would now use gender-inclusive materials, although some cited situational constraints, such as tradition or lack of materials, as restricting their change to gender-inclusive. The context dependent nature of this particular language use is stressed; decision to use gender-inclusive or gender-exclusive language must be based on the linguistic and socio-cultural knowledge and beliefs of the educator. (Contains 29 references.) (NAV)

ED 395 472 FL 023 802

O'Brien, Maureen
Partners in Learning: A Task-based Advanced Speaking Course.
PUB DATE- 96
NOTE- 24p.; Paper presented at the Annual Meeting of Teachers of English to Speakers of Other Languages (Chicago, IL, March 27, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Advanced Students; *Classroom Techniques; *English (Second Language); Group Activities; Needs Assessment; Participative Decision Making; Second Language Instruction; Second Language Learning; *Self Evaluation (Groups); *Student Participation; *Task Analysis

This report describes a semester of teaching a group of non-native English-speaking students, aged 17 to 40 years and how the instructor identified three elements that appeared to be

Regional Dialects; Uncommonly Taught Languages; *Written Language
IDENTIFIERS- Alaska; Ingalik

This manual is designed to teach learners of Deg Xinag, an Athabaskan language, its phonology, grammar, and common expressions. The first chapter details the phonological characteristics, pronunciation rules, and orthography of Deg Xinag. The second chapter lists common expressions, and the third provides six dialogues in Deg Xinag, with word-by-word English translation, and in free English translation. The fourth chapter contains two stories. The fifth provides drills for writing the sounds, words, and word groups and includes suggestions for creating one's own drills. Finally, a list of related publications in Deg Xinag is presented. Each chapter suggests activities to reinforce knowledge and skills. (MSE)

ED 395 495 FL 023 827

Kaplan, Larry
North Slope Inupiaq Literacy Manual.
PUB DATE- 94
NOTE- 75p.
LANGUAGE- English; Inupiaq
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Alaska Natives; *Inupiaq; Literacy Education; Native Language Instruction; *Phonology; Pronunciation; *Regional Dialects; Spelling; Syllables; Uncommonly Taught Languages; *Written Language
IDENTIFIERS- *Alaska (Northwest); *Orthography

The manual is designed to teach writing to native speakers of North Slope Inupiaq, a regional dialect of Alaskan Inupiaq Eskimo. Spelling is emphasized. An introductory section for teachers details the use of the manual, chapter by chapter, and suggests classroom activities. The first chapter provides an introduction to the writing system of North Slope Inupiaq. Subsequent chapters outline the characteristics of vowels, stop consonants, long vowels and diphthongs, syllables, voiced fricatives, voiceless fricatives, nasals, and long consonants. The final chapter presents general spelling rules. Each chapter includes exercises. (MSE)

ED 395 496 FL 023 828

Kaplan, Larry
Kobuk Inupiaq Literacy Manual.
PUB DATE- 84
NOTE- 71p.
LANGUAGE- English; Inupiaq
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Alaska Natives; Eskimo Aleut Languages; *Inupiaq; Literacy Education; Native Language Instruction; *Phonology; Pronunciation; *Regional Dialects; Spelling; Syllables; Uncommonly Taught Languages; *Written Language
IDENTIFIERS- Alaska; *Orthography

The manual is designed to teach writing to native speakers of Kobuk Inupiaq, a regional dialect of Alaskan Inupiaq Eskimo.

situation is created by poetic discourse, from that where the readers are invisible eavesdroppers, overhearing a conversation between others to that in which "the reader s can ... place themselves within the deictic centre" (Semino 1992; 137ff) by adopting an appropriated distance toward the events that are being recounted. In Montale's "In limine," the readers are not only eavesdroppers or able to place themselves in the deictic center, but symbolically take an active part in the context of communication and become a necessary element for the functioning of the text. In this particular poem, the use of deixis is fundamental to aid in the understanding of what kind of relationship the speaking voice wants to establish with the reader-addressee. (Contains 26 references.) (Author/NAV)

ED 395 516 FL 023 865

Whincop, Chris
Constructivism, Optimality Theory and Language Acquisition. The Shapes We Make in Each Other's Heads.
PUB DATE- 96
NOTE- 16p.; For complete volume, see FL 023 856.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080),Opinions/Personal Viewpoints/Position Papers/Essays (120),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Cognitive Development; *Constructivism (Learning); Foreign Countries; Grammar; Language Processing; Language Universals; Linguistic Input; *Linguistic Theory; Metaphors; *Neurolinguistics; *Neurological Organization; Perceptual Development; *Second Language Learning
IDENTIFIERS- *Optimality Theory

This paper identifies a feature of human brain neural nets that may be described as the principle of ease of processing (PEP), and that, it is argued, is the primary force guiding a learner towards a target grammar. It is suggested that the same principle lies at the heart of Optimality Theory, which characterizes the course of language acquisition as a progressive reranking of a hierarchy of universal and violable constraints. It is observed that the hierarchy a learner is in possession of at any particular time is the learner's present characterization of the grammar of the target language and will determine what outputs nets involved in linguistic processing produce for any given inputs to those nets. It is suggested that spatial metaphors may give a clearer insight into the workings of neural nets, and that the process of self-organization of nets is seen in accordance with the PEP as a realignment of the positions of linguistic elements in a multidimensional space that is a characterization of the target language. (Contains 46 references.) (Author/NAV)

ED 395 517 FL 023 890

Bouton, Lawrence F., Ed.; Kachru, Yamuna, Ed.
Pragmatics and Language Learning, Volume 3.
PUB DATE- 92
NOTE- 242p.; For individual articles or papers, see FL 023 891-904.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Code Switching (Language); Communicative Competence (Languages); Comparative Analysis; Cultural Traits; Discourse Analysis; English (Second Language); English for Academic

number of physics and astronomy degree recipients for 1994. Study data were drawn primarily from the questionnaire responses of 2,158 physics bachelors and 113 astronomy bachelors. Matriculation rates, employment prospects, course of study, and demographics for these disciplines are presented. The study shows that the number of bachelors degrees declined, continuing a five year trend fueled by the poor job market for physics graduates. Fewer students are entering graduate study in physics, choosing instead to enter the job market. Post-degree plans are compared across gender, citizenship status, and racial and ethnic background. African-Americans and Hispanics continue to be underrepresented among physics bachelors, and there are more women among astronomy bachelors than physics bachelors. The employer distribution of full-time employed physics bachelors during the summer following the academic year, 1989 to 1994, is reported, as is a breakdown in employment trends by gender. (JPB)

ED 395 538 HE 029 192

Mulvey, Patrick J.; Dodge, Elizabeth
1995 Initial Employment Follow-Up of 1994 Physics Degree Recipients.
PUB DATE- May 96
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Astronomy; *Bachelors Degrees; College Graduates; *Doctoral Degrees; Employment Level; Employment Opportunities; *Employment Patterns; Higher Education; Job Placement; *Masters Degrees; *Physics; Underemployment; Womens Education

This report summarizes trends in the job search experiences and employment outcomes of 1993-1994 physics graduates at all degree levels. Data were gathered via the American Institute of Physics' Employment Survey. Type of position secured in terms of permanence, fields of permanent employment, and level of utilization is reported for doctoral and masters degree recipients. Employment outcome by subfield of study is also reported for doctoral graduates. A higher percentage of physics PhDs secured potentially permanent positions than in previous years, but the number of new entry-level positions for PhDs dropped. Post-degree outcome, success rate of various job search methods, number of new hires in various employment sectors by gender, median starting salary by employment sector, and level of training and skill use are reported for bachelors degree recipients. Six months after graduation, the number of bachelors still seeking employment had dropped. Bachelors reported similar starting salaries to previous years. Post-degree plans of doctoral recipients in astronomy are also reported. (JPB)

ED 395 539 HE 029 193

Altman, Howard B.; Cashin, William E.
Writing a Syllabus. IDEA Paper No. 27.
PUB DATE- Sep 92
NOTE- 5p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *College Instruction; Course Content; *Course Descriptions; *Course Objectives; *Course Organization;

Making Skills; *Faculty College Relationship; Higher Education; *Leadership Responsibility; Persuasive Discourse; Power Structure; Problem Solving; Role Perception

This article grew out of a roundtable of national leaders in higher education which explored questions regarding the role of, and trust in, institutional leaders when faced with seemingly insurmountable problems. The essay argues that while individual responses to change are certain to differ by institutional setting and circumstance, the very idea of change sounds a note of paradox across the enterprise. The article also maintains that while some administrators have enjoined their faculties to confront tough issues, many leaders have turned to sources other than the academic core to maintain institutional viability. In contrast, the faculty see themselves as overworked and under-appreciated. Whereas in prior years, a collegial atmosphere facilitated the peaceful solution of institutional challenges, currently the tone of many campus discussions between faculty and administrators regarding alternatives on campus has grown strident. A proposal to take certain steps to narrow the gap between administration and faculty suggests viewing the future as a joint venture by: (1) establishing a framework for debate and decisionmaking; (2) debating issues and providing pertinent information; and (3) clarifying the role of those within the academy. (CK)

ED 395 559 HE 029 219

Nicholson-Goodman, JoVictoria; Paulston, Rolland G.
Mapping/Remapping Discourse in Educational Policy Studies. Occasional Paper Series. APS Conceptual Mapping Project.
PUB DATE- Jun 96
NOTE- 41p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Cartography; *Change Strategies; Concept Teaching; *Discourse Analysis; *Educational Policy; *Environmental Education; Higher Education; Information Dissemination; Interaction Process Analysis; Metacognition; Social Values
IDENTIFIERS- *Social Mapping

This essay demonstrates the origins, rationale and utility for social cartography as a process capable of portraying the interrelations of truth and value choices in the field of educational policy studies. The article focuses on the particular domain of environmental education-related discourse while presenting both a primary conceptual mapping project and a critique of the work performed. The authors explain the interrelations of the discourse and disclose interactions between themselves and with their readers to demonstrate how the intertextual field opens the heuristic circle to include readers as active participants in the process. They essay argues that social cartography is a methodology which attends to the spatial dispersion of ideas so as to explicitly portray their value and power relations. Conclusions touch on the potential and limitations of social cartography as a useful methodology for attending to postmodern considerations within the realm of educational policy studies, including its practical application to environmental education, the metanaratives of science and technology. (Contains 34 References.) (Author/CK)

ED 395 560 IR 017 822

mild learning disabilities, including mental retardation. The program, which was conducted annually for 3 years, was intended to upgrade the reading skills of the parent, and at the same time, upgrade the parents' knowledge of children's literature. The class was designed for a group of no more than 15 parents who had children under the age of 10. The targeted group of parents were individuals whose limited reading skills prevented them from reading to their children. These persons were recruited from an adult literacy program, from parents of children in a learning center program, and from the community. In the third year of the program, 20 class meetings were held from December 1994 to April 1995. Each class session revolved around a specific subject or activity. Parents were exposed to numerous children's books and they also learned many educational and entertaining activities to do with their children. The parents seemed to enjoy the program and they appreciated the materials they received. All involved showed some degree of progress. Although attendance was sporadic at times, it was much improved over the previous 2 school years. (This report includes sample lesson plans that can be useful to literacy providers who are working with parents having lower reading levels.) (Author/KC)

ED 395 104 CE 070 913

Askov, Eunice N.; Bixler, Brett
Customized Computer Software for ABLE Programs. Final Report.
SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg. Bureau of Adult Basic and Literacy Education.
PUB DATE- 95
NOTE- 105p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; *Computer Software; *Computer Software Development; Demonstration Programs; *Instructional Materials; *Literacy Education; *Professional Development; Program Implementation; State Programs
IDENTIFIERS- 353 Project; *Pennsylvania

A project was conducted to offer customized software to adult basic education (ABE) programs in Pennsylvania and to train the program participants on software customization principles. The project produced an updated list of software publishers and products that can be customized for adult education students. Workshops were presented on customization of software through the regional staff development centers. Software was customized for local programs to make it appropriate for the needs of the learners. Guidelines were developed for instructors of the programs that use the customization service about how to do future customization on their own. As a result of the project, 169 software programs that can be used to develop customized instruction for ABE students were identified and stored in a database in FileMaker Pro format. The project concluded that at present most Pennsylvania ABE providers are primarily interested in the electronic customization of the administrative aspects of their programs; the project scope was expanded to include software customization for both instructional and administrative purposes. The project also concluded that most providers need more technical training in this area to meet their needs. (The bulk of the document is a printout of the database. Each entry includes the following: product name, company name, address, telephone, fax and electronic mail address, subject area, instruction type, cost,

Cianelli, Arlene
Reality Bytes: Preparing for a New Era in Literacy Instruction.
SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg. Bureau of Adult Basic and Literacy Education.
PUB DATE- 95
NOTE- 27p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Basic Education; *Computer Assisted Instruction; *Computer Literacy; *Computer Software Evaluation; Computer Software Selection; *Courseware; Curriculum Development; *Literacy Education; Program Development; Program Implementation; *Staff Development
IDENTIFIERS- 353 Project

The Greater Pittsburgh Literacy Council (GPLC) found an increasing need to provide computer-aided instruction (CAI) as a component of its curriculum, in particular to help staff and volunteers become computer literate. GPLC staff designed and taught two 12-week introductory computer courses for up to 20 (10 each) literacy staff and volunteers. They also demonstrated various educational software written for literacy instruction and discussed ways to incorporate CAI into their literacy programs. The project's goals were met satisfactorily, with the exception of creating CAI implementation models, which participants chose not to do. The summary of participants' evaluations indicated that 83 percent rated the course excellent overall and 17 percent rated it very good. Participants were enthusiastic about using CAI with students; all programs reported they intended to offer CAI as part of their range of services. (Appendixes to the five-page report include the course outline, evaluation form, sample software evaluation checklist, sample CAI decision-making checklist, and CAI implementation model.) (YLB)

ED 395 124 CE 070 941

Truschel, Jack; Kerrick, Joyce
Staff Development through Distance Learning. Final Report.
SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg. Bureau of Adult Basic and Literacy Education.
PUB DATE- 95
NOTE- 137p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Access to Education; Adult Basic Education; *Adult Educators; Adult Literacy; Curriculum Development; *Distance Education; Inservice Teacher Education; Learning Modules; *Literacy Education; Material Development; Mathematics Instruction; Professional Continuing Education; Program Development; Program Effectiveness; Questionnaires; *Staff Development; State Surveys; *Statewide Planning; Stress Management; Teacher Workshops; Time Management; Total Quality Management
IDENTIFIERS- 353 Project; Pennsylvania

A project was conducted to determine the need for and to create a distance learning-based staff development program for adult literacy instructors throughout Pennsylvania. Each of Pennsylvania's 306 adult literacy programs was sent a survey regarding their staff members' access to and knowledge about authors and new literacies, books, choosing literacy software, collaborative writing, copyright and censorship, differentiation, drama, editing, electronic communication, electronic publishing, equal opportunities, English for speakers of other languages and English as a foreign language, illustration and graphics, knowledge about language, monitoring and assessment, multimedia, presentation and typing, progression, publishing the news, reading, research, special educational needs, spelling, storytelling, writers' tutorials, and writing. An evaluation checklist, alphabetical directory of 126 literacy software products, and description of selected word processing tools are also included. Concluding the book are lists of the following: 4 online services, 68 publications and 26 British organizations concerned with literacy and/or educational technology, and 38 British educational software suppliers. (MN)

ED 395 143   CE 071 557

Significance of Marketing Practices for Work Force Preparation. National Marketing Education Research Conference (Key West, Florida, May 19-21, 1995).
PUB DATE- May 95
NOTE- 260p.
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021),Reports - Research/Technical (143)
DESCRIPTORS- Administrator Education; Adult Education; *Business Education; Business Education Teachers; Cognitive Style; Delphi Technique; *Distributive Education; Educational Change; Educational Trends; *Education Work Relationship; Entrepreneurship; Graduate Students; Integrated Services; Job Training; *Labor Force Development; Learning Processes; *Marketing; Models; On the Job Training; Outcomes of Education; Postsecondary Education; Public Schools; Questionnaires; Retailing; *Role of Education; Secondary Education; State of the Art Reviews; Statewide Planning; Student Evaluation; Student Organizations; Teacher Competencies; Teacher Education; Trend Analysis
IDENTIFIERS- Authentic Assessment; Czech Republic; Distributive Education Clubs of America; Florida; Kentucky; North Carolina; United States

The following papers are included: "Concepts on Marketing Issues in the Czech Republic" (Anne Mills); "Requiring More of Teacher Preparation: Authentic Assessment as a Vehicle to Reform" (Laura J. Wyant); "A Delphi Study of Professional Competencies for the Secondary Marketing Educator" (Trellys A. Morris); "The Status of Business and Marketing Teacher Education in North Carolina" (Stephen R. Lucas); "The Kentucky Model for Educating Bed and Breakfast Owner/Operators: An Educational Experience in Entrepreneurship" (Allan J. Worms, Carolyn L. Worms, Patty Rai Smith); "How Students in Business and Education Learn" (Donna R. Everett); "Implications of Site-Based Management for the Preparation of Public School Teachers and Administrators by Colleges of Education" (Terrance P. O'Brien, Rebecca R. Reed); "Improving Pricing Accuracy in Retail Stores through More Effective Employee Training" (G. Richard Clodfelter); "Cognitive Style of International and Domestic Graduate Students at Marshall University" (Laura J. Wyant); "Leadership in Retailing: Implications for Marketing Education" (Harriet Griggs); "Florida's School-to-Work Readiness Questionnaire: The Preliminary Data" (Frank T. Hammons, Catherine L. Redson); "The Program for Applied Academics Technical Studies" (Mary J.

Plant and Industry Experience. MAS-122. Waste Isolation Division (WID). Management and Supervisor Training (MAST) Program.
SPONS. AGENCY- Department of Energy, Washington, D.C.
PUB DATE- 96
NOTE- 30p.; For related modules, see CE 071 569-588.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Adult Education; Behavioral Objectives; Case Studies; Hazardous Materials; *Information Sources; *Information Transfer; Information Utilization; Learning Modules; *Management Development; *Occupational Safety and Health; Reliability; Supervisor Qualifications; Supervisory Methods; *Supervisory Training; Vocational Education; *Waste Disposal
IDENTIFIERS- *Radioactive Wastes

This learning module, which is part of a management and supervisor training program for managers and supervisors employed at the Department of Energy's Waste Isolation Division, is designed to prepare trainees to use plant and industry experience to improve plant safety and reliability. The following topics are covered in the module's individual sections: the Department of Energy's occurrence report processing system (procedures for sending and sharing the reports electronically); other sources of information on plant experience; other sources of information on industry experience; procedures for screening plant and industry experience; and techniques for using plant and industry experience (benefits of and procedures for using the case study method). Each section includes some or all of the following: enabling objectives, an exercise requiring trainees to evaluate a manager's effectiveness in a given scenario, and lists of good practices and practices to avoid. Concluding the module are a list of "smart moves," five-item reference list, practice test, and test answers. Four examples illustrating the use of the case study method are appended. (MN)

ED 395 163 CE 071 586

Industrial Safety. MAS-123. Waste Isolation Division (WID). Management and Supervisor Training (MAST) Program.
SPONS. AGENCY- Department of Energy, Washington, D.C.
PUB DATE- 96
NOTE- 77p.; For related modules, see CE 071 569-588.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Accident Prevention; Accountability; Adult Education; Behavioral Objectives; Case Studies; Check Lists; Electricity; Fire Protection; Hazardous Materials; *Health Promotion; Learning Modules; *Management Development; Meetings; *Occupational Safety and Health; Program Evaluation; Reports; *Safety Education; Supervisor Qualifications; Supervisory Methods; *Supervisory Training; Task Analysis; Technical Writing; Vocational Education; *Waste Disposal
IDENTIFIERS- *Radioactive Wastes; Subcontracting

This learning module, which is part of a management and supervisor training program for managers and supervisors employed at the Department of Energy's Waste Isolation Division, is designed to prepare trainees to promote and monitor the industrial safety program at their plant. The following topics are covered in the module's individual operator in the petro-chemical industry. Activities such as worksite tours were designed to give teachers/instructors hands-on experiences to enable them to link classroom instruction to the workplace. Two DACUMs (Developing a Curriculum process) were conducted to help identify specific knowledge and skills needed for the targeted occupations. Career awareness activities were conducted to educate students and their parents about the youth apprenticeship program. The project developed occupational programs into full tech prep programs by having signed articulation agreements between Goose Creek school and Lee College, developed 6-year courses of study for students in grades 9-14, and obtained full participation of business and industry in developing the program. (The 18-page report is accompanied by these appendixes: general project information, including articulation agreements; curriculum and internship information, including lesson plans and completed internship evaluations; proposed 1994-95 high school program; and formative evaluation results.) (YLB)

ED 395 180 CE 071 633

School-to-Work Apprenticeship. Project Manual 1993-1995.
SPONS. AGENCY- Texas Higher Education Coordinating Board, Austin.
PUB DATE- Jun 95
NOTE- 183p.; For a related document, see CE 071 632.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Apprenticeships; *Articulation (Education); Associate Degrees; Career Awareness; Career Education; Corporate Support; Curriculum Development; Educational Certificates; Education Work Relationship; High Schools; Inservice Teacher Education; Institutional Cooperation; Job Skills; *Law Enforcement; Models; *Petroleum Industry; Postsecondary Education; Program Development; Program Evaluation; *Program Implementation; School Business Relationship; Student Certification; *Tech Prep; Two Year Colleges
IDENTIFIERS- Lee College TX

With 1993-94 and 1994-95 Perkins tech prep funds, Lee College, in cooperation with a consortium and local schools, planned, developed, and validated a school-to-work apprenticeship model for tech prep programs. The other educational partners were the Gulf Coast Tech Prep Consortium and nine high schools in eight area school districts. The School-to-Work Apprenticeship Group, the governing body of the project that replaced the initial advisory committee, worked closely with the Bureau of Apprenticeship and Training to develop a workable system to secure validation. For the second year, one teacher from each partnership school worked with local business and industry to develop apprenticeship opportunities. The Goose Creek school district implemented a law enforcement program for the 1994-95 school year. Teacher/instructor development activities included worksite tours, curriculum writing workshops, and summer internships for high school and college instructors. DACUMs (Developing a Curriculum process) were completed in law enforcement, process operator, and secretary. The law enforcement curriculum was implemented, evaluated, and revised. Skill competencies were developed and verified for 10 additional occupations. (The 27-page report is accompanied by these appendixes: 19-item bibliography; apprenticeship

PUB TYPE- Reports - Evaluative/Feasibility (142),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- *Adult Students; Courseware; Educational Media; Instructional Material Evaluation; *Integrated Learning Systems; Media Selection; *Multimedia Instruction; Pilot Projects; Questionnaires; *Remedial Instruction; School Surveys; Special Needs Students; *Student Attitudes; *Teacher Attitudes; Technical Institutes; Tutorial Programs; Two Year Colleges; Vocational Education

Instructors from two campuses of Milwaukee Area Technical College (MATC) in Wisconsin were asked to judge the effectiveness of two integrated learning systems (ILS): the Computer Systems Resource (CSR) and Foundations for Success (FFS) systems, both of which are designed to provide adult learners with remedial instruction in reading, writing, and mathematics. Ten instructors from MATC's west campus evaluated the CSR system, and 18 instructors from the college's downtown campus evaluated the FFS system. In addition, 14 MATC adult learners were asked to evaluate the effectiveness of the Microsoft Works (MSW) tutorial as a remedial instruction tool. The west campus instructors demonstrated strong support for the CSR system, just as the downtown campus instructors demonstrated strong support for the FFS system. The adult learners' evaluations of the MSW tutorial were also highly favorable. An attempt was made to have special needs adult learners evaluate the ILS. The attempt was unsuccessful, however, because neither ILS could be easily adapted to meet the learners' requirements. The ILS proved especially difficult to adapt to the needs of visually impaired students. (Appendixes constituting approximately 50% of this document contain the following: literature describing the two ILS evaluated; list of evaluating instructors; and questionnaires used in evaluating the ILS and tutorial system.) (MN)

ED 395 198 CE 071 709

General Education Division Academic Skills Center Peer Tutoring Handbook. 1994-95.

SPONS. AGENCY- Wisconsin State Board of Vocational, Technical, and Adult Education, Madison.

PUB DATE- 95

NOTE- 23p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- Classroom Techniques; *Guidelines; *Peer Teaching; *Teacher Role; Teaching Methods; *Tutoring; *Tutors; Two Year Colleges

A project was conducted at Western Wisconsin Technical College to create a peer tutoring handbook to provide guidance to tutors. This handbook contains a code of ethics, general guidelines for tutoring, ideas for organizing a tutoring session, questioning strategies, communication skills, and special considerations for limited English proficient students. Other topics include arranging first tutoring sessions, using praise, student attitudes, listening skills, tutoring tools, and getting paid. (KC)

National Center for Research in Vocational Education website, a link to State Vocational and Technical Education Curriculum Centers, is listed. Two Curriculum Coordination Centers that still lend materials within their regions are also cited. (YLB)

ED 395 216 CE 071 755

Imel, Susan
Computer-Based Career Information Systems. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 96
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Adult Education; Career Counseling; *Career Education; Career Guidance; *Career Information Systems; Career Planning; *Computer Oriented Programs; Education Work Relationship; Elementary Secondary Education; Information Sources; *Occupational Information; Postsecondary Education; State Programs
IDENTIFIERS- ERIC Digests

Computer-based career information systems (CCIS) provide local labor market information. Guidance counselors frequently use CCIS in conjunction with clients, but youth and adults also access CCIS independently to obtain career information. The best known CCIS are the state-based career information delivery systems (CIDS). Although developed by a number of different vendors and customized for particular audiences, CIDS share these core features: assessment, occupational search, occupational information, and educational information. A significant characteristic of CCIS is their versatility. For example, in Notus, Idaho, fourth-grade students are introduced to the Idaho Career Information System by a guidance counselor who uses it as a building block for future career education activities. Oregon has adapted its career information system to deliver tech prep information through a specially developed software program. Employees at Niagara Mohawk Power Corporation in upstate New York use a computerized career information system for their personal career management. Some indications of future applications can be seen in current trends. Developers are moving toward multimedia versions of CCIS products using CD-ROM technology. One product on the market offers linkages to the Internet. Issues affiliated with the future of CCIS are the need for information management skills and access and equity. (Contains 10 references.) (YLB)

ED 395 217 CE 071 756

Lankard, Bettina A.
Job Training versus Career Development: What Is Voc Ed's Role? ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 96
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Academic Education; *Career Development; Constructivism (Learning); Critical Thinking; Decision Making

(141),Books (010)
DESCRIPTORS- Child Abuse; *Child Development; *Child Health; Children; *Community Services; Community Support; *Developmental Tasks; Elementary Education; *Family Environment; Federal Government; Medical Care Evaluation; Program Evaluation; *Statistical Data; Statistical Significance

The Workshop on Integrating Federal Statistics on Children provided a forum for assessing strengths and shortcomings of existing and proposed federal statistical data sources for children and families. In particular, these data sources were assessed with respect to their capacity to fill the most pressing information needs of those who formulate, implement, and analyze policies for children. Papers from that workshop are anthologized here, and cover several types of data collection initiatives: (1) those designed to track the effects of major policy developments; (2) those designed primarily to explain the development and well-being of children, particularly across developmental transitions, such as school and work force entry, and with regard to the context of family, community, and government resources; and (3) those designed to access the incidence, sequelae, and consequences of relatively rare but developmentally salient events, such as child abuse and other forms of violence involving children. An introductory chapter highlights the common themes that emerged at the workshop. The next chapter provides a summary of the workshop presentations and discussion. The five workshop papers conclude the body of the report. Contains 267 references. (TS)

ED 395 236   CG 026 981

Gesek, Glenn J.
A Review and Critique of the Tell-Me-A-Story (TEMAS) Apperceptive Test.
PUB DATE- Jan 96
NOTE- 13p.; Paper presented at the Annual Meeting of the Southwest Educational Research Association (New Orleans, LA, January 25-27, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adolescents; *Child Psychology; Cultural Differences; Diagnostic Tests; Elementary Secondary Education; Evaluation; *Evaluation Research; *Personality Assessment; *Personality Measures; *Psychological Evaluation; Psychological Testing
IDENTIFIERS- *TEMAS Thematic Apperception Test

The Tell-Me-A-Story Apperceptive Test (TEMAS) is an individual apperceptive test, similar to the Thematic Apperception Test (TAT) of personality assessment. The TEMAS is intended for use with children and adolescents ages 5-18 years old, and is marketed as a personality assessment tool for minority, primarily Hispanic and African-American, and non-minority girls and boys. This paper contains a "Practical Evaluation" section, which: (1) describes the physical composition of a TEMAS; (2) discusses possible confounding factors intrinsic to the administration and interpretation of the TEMAS; and (3) describes how TEMAS stories are scored. The paper's "Technical Evaluation" section examines a sample of 642 children and discusses TEMAS' internal consistency, test-retest reliability, interrater reliability, content validity, construct validity, criterion validity, and concurrent validity as obtained from the data collected. The conclusion is drawn that the TEMAS is

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reports - Research/Technical (143),Journal Articles (080)
DESCRIPTORS- Aspiration; Athletics; Early Adolescents; Exercise; *Females; Physical Activities; Preadolescents; *Self Concept; *Self Esteem; *Sex Bias; Sex Discrimination; Sex Role; *Sex Stereotypes; *Womens Athletics

The relationship between activity and positive self-esteem in girls 9 to 12 years of age was explored in this study. The hypothesis was that the positive relationship between physical activity and positive self-esteem which exists for women also exists for girls. A secondary goal was to gain insight into some of the factors that are associated with both diminished self-esteem and the reasons girls choose to drop out of sports. Data was collected for this study in a focus group format. The girls in each focus group (n=76) were asked to fill out a questionnaire exploring: (1) confidence and perceived competence; (2) levels of activity, sports each girl participated in, reasons for being active and perceived obstacles to physical activity; and (3) career choices and the perceived viability of a chosen career. After completing the questionnaire, girls were engaged in a discussion regarding their views on sports, gym and recess, confidence and risk-taking, and their concerns about becoming teenagers and adults. Findings indicated a positive relationship between self-esteem and physical activity in 9- to 12-year-old girls. Results also showed that there are numerous obstacles preventing girls from being as physically active as they would like to be. The result can be frustration, lack of confidence, and a drop in sports participation. (Contains 14 references and 12 figures.) (TS)

ED 395 256 CG 027 078

Jaffee, Lynn; Ricker, Sherri
Physical Activity and Self-Esteem in Girls: The Teen Years.
PUB DATE- 93
NOTE- 9p.; For related documents, see CG 027 076 and CG 027 079.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Journal Articles (080)
DESCRIPTORS- *Adolescent Development; Adolescents; Aspiration; Athletics; Exercise; *Females; Physical Activities; Secondary Education; *Self Concept; *Self Esteem; *Sex Bias; Sex Discrimination; Sex Role; Sex Stereotypes; *Womens Athletics

The relationship between activity and positive self-esteem in girls 12 to 17 years of age was explored by this study. The primary goal was to determine if the positive relationship between physical activity and positive self-esteem which exists for women also exists for girls. It was also hoped that insight would be gained regarding the factors that are associated with both diminished self-esteem and the reasons girls choose to drop out of sports. Data was collected for this study in a focus group format. The girls in each focus group (n=67) were asked to fill out a questionnaire exploring: (1) confidence and perceived competence; (2) levels of activity, sports each girl participated in, reasons for being active and perceived obstacles to physical activity; and (3) career choices and the perceived viability of a chosen career. After completing the questionnaire, the girls were engaged in a discussion focusing on their views on sports, gym, confidence and risk-taking, and their concerns about becoming adults. The decline in athletic participation among adolescent girls and the link between

EDRS Price- Document Not Available from EDRS.
PUB TYPE- Collected Works - General (020),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Elementary Education; Language Acquisition; *Language Arts; *Language Experience Approach; *Miscue Analysis; Reading Comprehension; Reading Strategies; *Student Evaluation; *Whole Language Approach; *Writing Processes
IDENTIFIERS- *Kidwatching; Print Awareness

The 23 articles chosen for this anthology of Yetta M. Goodman's writings were chosen based on historical importance, centrality to her body of work, availability, and/or ongoing relevance to teachers. The articles in the anthology are grouped to reflect major themes (culture and community; miscue analysis, reading strategies, and comprehension; print awareness and the roots of literacy; the writing process; kidwatching; and whole language). Articles are presented chronologically within each section. The anthology begins with an interview with Yetta M. Goodman, who also provides brief introductions for each section and an afterword. Articles in the anthology are: (1) The Culturally Deprived Child: A Study in Stereotyping"; (2) "The Culture of the Culturally Deprived"; (3) "One among Many: A Multicultural, Multilingual Perspective"; (4) "Qualitative Reading Miscue Analysis for Teacher Training"; (5) "I Never Read Such a Long Story Before"; (6) "What Beginning English Teachers Need to Know about Reading: Mythologies and Reading"; (7) "Retellings of Literature and the Comprehension Process"; (8) "Retrospective Miscue Analysis: History, Procedures, and Prospects"; (9) "To Err is Human: Learning about Language Processes by Analyzing Miscues" (with Kenneth S. Goodman); (10) "The Roots of Literacy"; (11) "Beginning Reading Development: Strategies and Principles"; (12) "Early Literacy Development: A Sociotransactional View"; (13) "Spelling Ability of a Self-Taught Reader" (with Kenneth S. Goodman); (14) "Do We Really Need Those Oversized Pencils to Write With?" (with Richard E. Coles); (15) "The Writing Process"; (16) "Kidwatching: An Alternative to Testing"; (17) "Kidwatching: Observing Children in the Classroom"; (18) "Evaluation of Students: Evaluation of Teachers"; (19) "Respect for the Language Learner"; (20) "Exploring the Power of Written Language through Literature for Children and Adolescents"; (21) "Roots of the Whole Language Movement"; (22) "Vygotsky in a Whole Language Perspective" (with Kenneth S. Goodman); and (23) "Lucy Sprague Mitchell: A Woman's Language Story." A brief curriculum vitae of Yetta M. Goodman is attached. (RS)

ED 395 276 CS 012 437

Bushner, Diane E.
A Look at How Books, Reading, or Writing Are Portrayed in Children's Literature Published from 1990 through 1995.
PUB DATE- Apr 96
NOTE- 34p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12, 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Attitude Measures; Authors; *Childrens Literature; Content Analysis; Elementary Secondary Education; Illustrations; *Literacy; Media Research; Young Children
IDENTIFIERS- Grounded Theory; Reading Concepts; *Text Factors; *Trade Books

This study examined 122 juvenile books to determine how current and writers, this booklet provides practical information, personal stories of practicing North Carolina teachers, strategies, and helpful suggestions for transitioning from textbook spelling to spelling in use. Sections of the booklet are Spelling: What's All the Fuss?; Transitions: From Spelling Textbooks to Spelling in Use; Assessment First: Planning for a Wise Writing Curriculum That Deals Responsibly with Spelling; Structures and Routines: Classroom Possibilities; More Ideas for Teaching Spelling; Involving Parents; and Assessment of Spelling Program within a Balanced Writing Program. A 32-item professional bibliography, a description of the phases of spelling development, and a list of grade-level (K-5) benchmarks in reading and writing for communication skills proficiencies are attached. (RS)

ED 395 296 CS 012 465

How Do You Spell...? A Teacher's Guide to Spelling Instruction.
PUB DATE- 96
NOTE- 83p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Class Activities; Classroom Techniques; Curriculum Development; Elementary Secondary Education; Instructional Effectiveness; *Spelling; *Spelling Instruction; Surveys; Teaching Methods
IDENTIFIERS- *Spelling Growth; Texas

Noting that just as some children learn to read with little instructional assistance, some will learn to spell accurately with little or no help from their teachers, this teacher's guide presents activities and suggestions that serve as a resource for instructional planning rather than a recipe to be followed in precisely measured steps. After an overview about spelling in Texas and a discussion of generalizations about effective spelling, sections of the teacher's guide present the developmental stages in learning to spell, instructional vignettes and activities for classrooms, additional instructional activities, and sample letters to parents and a sample student survey. Contains 40 references. Appendixes present a sample test item, a self-corrected test, and a "Have-a-Go" sheet. (RS)

ED 395 297 CS 012 466

Carter, Beverly
The Effects of Preschool on the Reading Achievement of Second Grade Students.
PUB DATE- 96
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Beginning Reading; Black Students; Comparative Analysis; *Early Childhood Education; *Early Experience; *Emergent Literacy; Grade 2; *Prereading Experience; *Reading Achievement; Reading Instruction; *Reading Skills
IDENTIFIERS- African Americans; Chicago Public Schools IL

A study examined the reading achievement of students who attended preschool. Subjects for the study were 2 groups of 30 African American students, randomly selected from 120 second-grade students in a Chicago area public school, 48 of whom had attended preschool and 72 who had not. Results from the 1995 traditional approaches to both literary and rhetorical studies is discussed. Also, research in rhetoric and composition is examined. An afterword by Janice Lauer concludes the book. (NKA)

ED 395 316 CS 215 289

Inness, Sherrie A.
Intimate Communities: Representation and Social Transformation in Women's College Fiction, 1895-1910.
PUB DATE- 95
NOTE- 202p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142),Historical Materials (060)
DESCRIPTORS- *College Students; Cultural Context; *Females; *Fiction; Higher Education; Mass Media; Popular Culture; *Sex Role; Single Sex Colleges; Social Attitudes; *Social History; Student Attitudes; Twentieth Century Literature; *Womens Education; Womens Studies
IDENTIFIERS- *Cultural Studies; Progressive Era

This book examines the many popular representations of student life at women's colleges produced in the United States during the Progressive Era. According to the book, in hundreds of college novels, newspaper accounts, popular periodical essays, and scientific treatises, the "college woman" was described and defined in a period when women's higher education was still socially suspect. The book reports that these representations had a large impact on how the public perceived women's higher education, painting a picture of college life that must have seemed irresistible to young women, and transforming the public image of the college woman from that of a homely, sexless oddity, doomed to spinsterhood, to that of a vibrant, attractive, athletic young woman who would eventually marry. Taking issue with other scholarly interpretations of the Progressive Era, the book argues that these representations actually helped to perpetuate the status quo and did little to advance women's social rights. Adopting a theoretic stand informed by such cultural critics and historians as Pierre Bourdieu, Michel Foucault, Helen Lefkowitz Horowitz, and Carroll Smith-Rosenberg, the book examines the representation of college women in this period, showing that representation not only described the college woman but also helped constitute her. A selected bibliography is attached. (NKA)

ED 395 317 CS 215 290

Richardson, Elaine
Coming from the Heart: Black Students on Literacy Experiences.
PUB DATE- 25 Mar 95
NOTE- 17p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (46th, Washington, DC, March 23-25, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Basic Writing; *Black Culture; *Black Dialects; *Black Students; Case Studies; Discourse Analysis; Higher Education; Interviews; *Language Usage; *Literacy; Student Reaction
IDENTIFIERS- Academic Discourse; *African Americans; Afrocentrism; *Black Communication; Discourse Communities; Rhetorical Stance; Student Empowerment; Writing Style

speakers, and opportunities for students to work in their teams. These teams were organized according to topics such as receptions, hospitality, publicity, registration, and audio-visual management. The students responded to the challenge. The groups coalesced into teams that could think and handle numerous problems quickly. Their evaluations of the course testified to how successful an experience it was for them. A one-page course description, tentative schedule, team work and group report assignment, writing assignment, and conference organization chart are included. (TB)

ED 395 337 CS 509 238

Niles, T. A.
Communication Theory and Identity: From Social Psychological Roots to the Bearing of Fruit in Communication Pedagogy and Research.
PUB DATE- Nov 95
NOTE- 20p.; Paper presented at the Annual Meeting of the Speech Communication Association (81st, San Antonio, TX, November 18-21, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Communication (Thought Transfer); *Communication Research; Higher Education; *Interdisciplinary Approach; Intergroup Relations; *Social Psychology; *Social Science Research; Social Sciences; Theories
IDENTIFIERS- *Identity (Psychological)

Presented with the task of tracing a bidirectional path which connects the discipline of communication with another social science discipline, there is little difficulty in tracing extradisciplinary influences to communication, but the same cannot be said for the tracing of communication influences to another discipline. Many scholars have documented the unidirectional flow of information and findings into, but not out of, the field of communication. The field of communication has been multidisciplinary from the beginning. Social psychology is one discipline that offers many points of intersection with communication concerning identity and intergroup relations. Social psychology is the branch of psychology where group processes and individual processes come together, particularly the relationships between self/personality/identity and group interaction. SIT (Social Identity Theory), URT (Uncertainty Reduction Theory) and CAT (Communication Accommodation Theory) are 3 social psychological theories that have had a significant influence on the study of communication. In turn, the work of communication scholars on CAT has contributed to issues of identity in a manner applicable to social psychology. There are still other proposed communication theories that may yet have influence. CAT has led the way to a more reciprocal flow of influence between communication and social psychology in the area where identity and intergroup interaction intersect. (Contains 45 references and 5 notes.) (TB)

ED 395 338 CS 509 239

Drushel, Bruce E.
If You Take the King's Shilling, You Do the King's Bidding: Funding and Censorship of Public Television Programs.
PUB DATE- Nov 95

philosophy, and feminist theory, but their theories could make valuable contributions to American interpersonal communication scholarship. They are intrigued by basic questions that are also at the heart of communication research--identity, especially as associated with notions of sex and gender, and how these notions are socially constructed in discourse. French feminist theories could contribute to three areas of interpersonal communication: (1) by using the body as a starting point, interpersonal communication scholars could construct a theoretical rationale to look at key concepts in a way that is not equated with biologism; (2) interpersonal communication scholars could follow the French feminist approach to examining how gender is constructed in language and discourse; and (3) French feminist theories could help interpersonal communication scholars in their current efforts to redefine concepts of sex, gender, identity, and self. The French feminists maintain that it is not biology but the representation of biology that oppresses women. However, they have distinct notions about gender and sexual identity. By borrowing some of these notions, research in interpersonal communication could be designed that allows a more complex view of gender and sexual difference and that could accommodate a greater variety of discourses. (Contains 20 references.) (NKA)

ED 395 356 EA 027 439

Beckham, Joseph C.
School Officials and the Courts: Update 1996.
PUB DATE- 96
NOTE- 90p.; For the 1994 update, see ED 380 866.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022),Legal/Legislative/Regulatory Materials (090),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Administrator Responsibility; Boards of Education; Compliance (Legal); Constitutional Law; *Court Litigation; Educational Equity (Finance); Educational Finance; Elementary Secondary Education; *Federal Courts; *Legal Responsibility; Public Schools; *School Law; School Personnel; Sex Discrimination; Sexual Harassment; Special Education; State Church Separation; *Student Rights; Teacher Dismissal

This monograph was designed primarily to provide a broad-scope treatment of case law involving public school issues. It summarizes judicial decisions that provide a general overview of school law issues for the practicing administrator, teacher, or school board member. The cases were selected from judicial decisions found in federal and regional reporters for the period from July 1, 1994, to June 30, 1995. The case summaries are grouped into the following categories: school boards and board members, administrators, finance, teachers and other district employees, pupils, special education, religion, and tort reliability. Contains reference notes and a glossary. (LMI)

ED 395 357 EA 027 534

Leistico, Agnes
I Learn Better by Teaching Myself.
PUB DATE- 94
NOTE- 150p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and

Evaluation Criteria; Evaluation Methods; Foreign Countries; *Governance; International Education; Local Issues; Performance; Resistance to Change; *School Based Management

IDENTIFIERS- *England; *Wales

A 1994 review of international policy research on accountability in education indicates that there is widespread concern over policy content, processes, and consequences. Current purposes tend to be polarized by a simplistic dualism--hyperindividualism versus communitarianism. Policies and practices often exhibit neocentralist assumptions. This paper argues that accountability policy research might need to be reframed by: (1) using a postpositivist and coherentist epistemology; (2) using broad educative values so that policy communities can recapitulate education, society, and democracy while also demonstrating how well learners have learned substantive content; and (3) breaking the accountability gridlock of technical, client, and professional interests with participative policy-action research to generate multiple legitimacies. Evidence from England and Wales suggests that the New Right politics of choice and the attempt to localize public accountability has instead generated a politics of resistance and sharpened demand for responsive, public, and educative forms of accountability. The paper hypothesizes that neocentralism is being challenged by a secular demand for subsidiarity, pluriformity, and complimentarity. Eight tables are included. (Contains 66 references.) (Author/LMI)

ED 395 377 EA 027 565

Macpherson, R. J. S.

Contractual or Responsive Accountability? Neo-Centralist 'Self-Management' or Systemic Subsidiarity? Tasmanian Parents' and Other Stakeholders' Policy Preferences.

PUB DATE- Apr 96

NOTE- 18p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12, 1996).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- *Accountability; *Decentralization; Educational Assessment; Educational Policy; Elementary Secondary Education; Foreign Countries; Free Enterprise System; *Governance; Parent Attitudes; Public Opinion; Public Schools; *Public Support; *School Based Management

IDENTIFIERS- *Australia

When state governments in Australia decentralized many administrative responsibilities to schools in the late 1980s and early 1990s, it was assumed that they would develop fresh management, development, and governance capacities. In general, such decentralization attempted to replace bureaucracies with corporate management, limit school evaluation to the auditing of performance indicators, cut support structures in favor of contracted expertise, and displace hierarchy with collegial networks. The principle of public accountability was redefined in public education as a local issue to be resolved largely through site management, market, and political mechanisms. This paper presents research findings that show that Tasmanian parents prefer a more educative and communitarian approach to accountability, and that this view is broadly shared with other key stakeholders--teachers, principals, and state government officials. Parents were slightly more likely than other stakeholders to prefer greater subsidiarity, pluriformity, and districts experienced a net loss, whereas 66 percent increased their ending fund balances. Although district decision makers generally believed that private organizations offered more services and resources, findings indicate that districts that contracted with FSMCs were not guaranteed positive cafeteria fund balances. Fees did affect the net gain or loss. Districts that had already privatized their school food services would consider privatizing other support services rather than educational services. Ten figures, a list of definition of terms, a list of districts and year of participation, and a list of participating public school districts and comparable school districts are included. (LMI)

ED 395 395 EA 027 586

Piwowarski, Rafal
Secondary Education in Poland. Guide to Secondary Education in Europe Series.
PUB DATE- 96
NOTE- 55p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Numerical/Quantitative Data (110)
DESCRIPTORS- Curriculum Design; Enrollment Trends; Foreign Countries; Governance; Policy Formation; *School Organization; *Secondary Education
IDENTIFIERS- *Poland

This publication contains a brief description of secondary education in Poland. The first section provides an overview of the societal and political context in which the educational system exists. The second section discusses current educational issues, including policy formation, finance, the school role in the community, administration and organization, curriculum, evaluation and assessment, school staff, and Poland's relationship to the rest of Europe. Issues pertaining to educational efficiency and performance are discussed in the third section, with a focus on university enrollments and the need to reform vocational schools. The fourth section includes challenges, problems, and prospects, which include the promotion of foreign-language teaching, the modernization of teacher training, changes in syllabi, and the transformation of vocational training. One figure is included. The appendix contain 9 tables of educational statistics. (LMI)

ED 395 396 EA 027 587

Raudma, Tiia
Secondary Education in Estonia. Guide to Secondary Education in Europe Series.
PUB DATE- 96
NOTE- 73p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Numerical/Quantitative Data (110)
DESCRIPTORS- Compulsory Education; Curriculum Design; Enrollment Trends; Foreign Countries; Governance; Policy Formation; *School Organization; *Secondary Education
IDENTIFIERS- *Estonia

This publication contains a brief description of secondary education in Estonia. The first section provides an overview of the societal and political context in which the educational system exists. The second section discusses current educational

DESCRIPTORS- Access to Education; Administration; Compliance (Legal); Confidentiality; *Definitions; Delivery Systems; *Disabilities; Disability Identification; Due Process; Elementary Secondary Education; Eligibility; Federal Legislation; Financial Support; Individualized Education Programs; *Legal Responsibility; Preschool Education; School Districts; *Special Education; State Boards of Education; State Legislation; *State Regulation; *State Standards; Student Evaluation
IDENTIFIERS- Americans with Disabilities Act 1990; Individuals with Disabilities Education Act; Rehabilitation Act 1973 (Section 504); *Virginia

The Virginia regulations for special education have been designed to comply with the Individuals with Disabilities Education Act, Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act, and the Virginians with Disabilities Act. Part 1 presents definitions of 80 terms. Part 2 considers responsibilities and functions of the State Department of Education. Part 3 addresses the responsibilities of local education agencies (LEAs) and state agencies in five broad areas: (1) identification, evaluation, and eligibility; (2) service delivery (including free appropriate public education, Individualized Education Programs, and educational interpreting services); (3) procedural safeguards (due process, confidentiality, and complaint procedures); (4) requirements for establishing surrogate parent procedures; and (5) administration and governance. Part 4 considers funding, including: reimbursement to LEAs and state-operated programs; state funds; federal funds; funds to assist with the education of children with disabilities residing in state-operated facilities; withholding and recovery of funds; and appeal of administrative decisions. Part 5 specifies additional responsibilities of state boards, agencies, and institutions for education and training of children with disabilities in residence or custody. Part 6 briefly addresses compliance with Section 504 of the Rehabilitation Act of 1973, as amended. (DB)

ED 395 414 EC 304 807

Attention Deficit Hyperactivity Disorder and the Schools. Task Force Report.
PUB DATE- Feb 95
NOTE- 44p.; A separate seven-page communication dealing with revisions caused by the new DSM-IV definition of ADHD, is appended.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Attention Deficit Disorders; *Change Strategies; Clinical Diagnosis; Definitions; Disability Identification; *Educational Diagnosis; Educational History; Elementary Secondary Education; Family School Relationship; *Hyperactivity; Incidence; *Intervention; Medical Services; Parent Participation; School Districts; State Boards of Education; Student Evaluation
IDENTIFIERS- *Virginia

This report of a Virginia interdisciplinary task force on children with attention deficit hyperactivity disorder (ADHD) in the schools reviews what is known about this disorder and presents recommendations to the Virginia Department of

(055)
DESCRIPTORS- Change Strategies; *Disabilities; Educational Change; Educational Objectives; Educational Policy; Elementary Secondary Education; Foreign Countries; *Inclusive Schools; *Legal Responsibility; Legislation; Mainstreaming; Mission Statements; *Policy Formation; School Districts; *School Policy; *Special Needs Students
IDENTIFIERS- *United Kingdom

This guide is intended to help schools in the United Kingdom move toward greater inclusion of students with disabilities or other special educational needs in regular programs, with appropriate support. Following an introduction, which encourages local education agencies (LEAs) to move towards "inclusive" policies and practices, the first section notes legal requirements for educating these students, including responsibilities of the LEAs, the governing body, and the head teacher. Requirements of the Disability Discrimination Act are summarized. The second section is an introduction to principles of inclusion, with arguments supporting inclusion, a discussion of characteristics of inclusion, and proposal of a social rather than medical model of disability. The third section offers a framework for reviewing and re-writing a school's required policy document on children with special educational needs and offers guidelines for determining the school's current status, setting up a working party, evaluating accessibility, and selecting language and terminology. The final section, on compiling the policy, addresses how inclusive policy can be incorporated into the 17 required components of the school's policy statement. Appendices summarize inclusion issues, offer extracts from some school policy documents, and list additional resources. (DB)

ED 395 433 EC 304 828

Hock, Michael
Statewide Assessments & Students with Special Assessment Needs.
PUB DATE- Apr 96
NOTE- 61p.; Paper presented at the Annual International Convention of the Council for Exceptional Children (74th, Orlando, FL, April 1-5, 1996).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Compliance (Legal); *Disabilities; *Educational Assessment; Elementary Secondary Education; Evaluation Methods; *Individualized Education Programs; Performance Based Assessment; *State Programs; Student Evaluation; *Student Participation
IDENTIFIERS- Alternative Assessment; *Testing Accommodations (Disabilities); *Vermont

This collection of materials provides a rationale for including all students with disabilities in statewide assessments and offers guidance for Vermont educators implementing the Vermont Assessment Program. Three reasons for inclusion are presented and supported with statistics, excerpts from the law, and research findings. The reasons for inclusion include: (1) to ensure comparability of scores; (2) to ensure compliance with legislation; and (3) to serve the best interests of students. The use of portfolio assessment in preparing Individualized Education Programs (IEP) is explained. Sample math and writing IEP sections are offered, as are two ways of reporting

Grammatical Theory" (Pieter Muysken); "Patterns of Language Mixture: Nominal Structure in Wolof-French and Fongbe-French Bilingual Discourse" (Shana Poplack and Marjorie Meechan); "A Lexically Based Model of Code-Switching" (Carol Myers-Scotton); "A Psycholinguistic Approach to Code-switching: The Recognition of Guest Words by Bilinguals" (Francois Grosjean); "Code-switching in Bilingual First Language Acquisition" (Regina Koppe and Jurgen M. Meisel); "The Code-switching Behaviour of Adults with Language Disorders--with Special Reference to Aphasia and Dementia" (Kenneth Hyltenstam); and "Conclusion: Code-switching Research as a Theoretical Challenge" (Andree Tabouret-Keller). (Contains chapter references.) (NAV)

ED 395 452 FL 023 758

Brender, John R.
Effects of Homework Completion on Test Scores in First and Second-Semester Spanish Courses at a University with Liberal Admissions.
PUB DATE- 96
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Admission Criteria; College Students; Comparative Analysis; Higher Education; *Homework; Introductory Courses; *Language Tests; *Scores; Second Language Instruction; *Spanish; State Universities; Statistical Analysis
IDENTIFIERS- Chicago State University IL

A study of 401 Chicago State University (Illinois) undergraduate students in elementary Spanish courses investigated the relationship between students' completion of homework assignments, both brief and lengthy, and student achievement on five to six teacher-developed exams administered during the semester. The study spanned six semesters. Results show some statistically significant positive correlations between homework completion rates and test scores based on class level. It was also discovered that students in the Spanish 101 course were much less likely than students in the Spanish 102 course to complete their homework. Degree of difficulty of the courses is illustrated in the difference in median tests scores, which were lower in the second-semester group. No significant conclusion could be drawn about the relationship of race, homework completion, and test scores. Overall, it is concluded that students who complete homework achieve better test scores. A brief bibliography is included. (MSE)

ED 395 453 FL 023 759

Enns, Esther E.; Jahn, Juergen
Using a Participatory Conference Model for Planning Collaborative, Decentralized Professional Development. A Project of the German Teaching Community in Canada.
PUB DATE- 96
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Affective Objectives; Change Strategies; *Conferences; Educational Change; Educational Objectives; Foreign Countries; *German; *Inservice Teacher Education; Instructional Development; *Language Teachers; Models; Professional Associations; *Professional Development; Program

necessary for a task-based, advanced English speaking class. The three elements were: (1) ongoing needs assessment; (2) collaboration between instructor and students in designing tasks; and (3) regular student assessment of their accomplishment of these tasks. The use of each element in the classroom is outlined in detail. A major benefit to this approach was that students improved in areas where they and their fellow classmates saw a clear need for improvement. Use of this teaching/learning style offered the instructor the chance to enhance the students' language proficiency by creating conditions in which they were able to engage in meaningful interaction while their primary attention was focused, not on explicit features of the language, but rather on understanding the language, using the language, and working with the language that they felt they needed. Students and teacher felt the class was worthwhile because it honored the complex interrelationships of all the factors that influenced what and how each student learned, and because the students themselves were an integral part of determining the content and style of the course. A detailed, thorough definition of the word "task" and its use in language study are included. Assessment forms used in the class are appended. (Contains 10 references.) (NAV)

ED 395 473 FL 023 805

Kalifornsky, Peter; Kari, James, Ed.; Boraas, Alan, Ed.
A Dena'ina Legacy. K'tl'egh'i Sukdu. The Collected Writings of Peter Kalifornsky.
PUB DATE- 91
NOTE- 525p.
LANGUAGE- English; Tanaina
EDRS Price- MF02 Plus Postage. PC Not Available from EDRS.
PUB TYPE- engage in meaningful interactio ,Collected Works - General (020),Books (010)
DESCRIPTORS- *Alaska Natives; Alphabets; Animals; *Athapascan Languages; Biographies; *Folk Culture; Geography; Language Patterns; Maps; Native Language Instruction; *Native Speakers; Oral History; *Oral Tradition; Personal Narratives; Photographs; Poetry; Regional Dialects; Short Stories; Sociocultural Patterns; Songs; *Story Telling; Tales; Uncommonly Taught Languages
IDENTIFIERS- *Kalifornsky (Peter); Neologism; Place Names; Tanaina

This collection of writings was compiled over a 19-year period (1972-91) by the last writer and one of the last storytellers of the Kenai dialect of Dena'ina (Tanaina) language of Cook Inlet, Alaska. Peter Kalifornsky is a literary artist and scholar born in 1911. The 147 writings are organized in eight chapters, with a prelude containing two stories. The chapters contain: stories of Dena'ina beliefs; animal stories; lesson stories; stories about the old Dena'ina life; the way people were; place names of the Kenai people's country; Peter Kalifornsky's life story and recent events; and Kenai people's language patterns, including 7 translations, 4 items on neologisms, and 20 items containing language lessons, songs, and poems. Dena'ina text is presented on the left page, with the English translation on the right. An introductory section offers background information on the writings and the Dena'ina alphabet. Maps and photographs illustrate the text. Contains 43 references, and a biography of Peter Kalifornsky is appended. (MSE)

ED 395 474 FL 023 806

Spelling is emphasized. An introductory section for teachers details the use of the manual, chapter by chapter, and suggests classroom activities. The first chapter provides an introduction to the writing system of Kobuk Inupiaq. Subsequent chapters outline the characteristics of vowels, stop consonants, long vowels and diphthongs, syllables, voiced fricatives, voiceless fricatives, nasals, long consonants, and diphthong orthography. The final chapter presents general spelling rules. Each chapter includes exercises. (MSE)

ED 395 497 FL 023 829

Kaplan, Lawrence D.
Qawiaraq Inupiaq Literacy Manual.
PUB DATE- May 86
NOTE- 50p.
LANGUAGE- English; Inupiaq
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Alaska Natives; Eskimo Aleut Languages; *Inupiaq; Literacy Education; Native Language Instruction; *Phonology; Pronunciation; *Regional Dialects; Spelling; Syllables; Uncommonly Taught Languages; *Written Language
IDENTIFIERS- Alaska; *Orthography

This manual is designed to teach writing to native speakers of Qawiaraq Inupiaq, a regional dialect of Alaskan Inupiaq Eskimo. Spelling is emphasized. An introductory section for teachers details the use of the manual, chapter by chapter, and suggests classroom activities. The first chapter provides an introduction to the writing system of Qawiaraq Inupiaq. Subsequent chapters outline the characteristics of vowels, stop consonants, long vowels and diphthongs, syllables, voiced fricatives, voiceless fricatives, nasal consonants, and long consonants. Each chapter includes exercises. (MSE)

ED 395 498 FL 023 830

COMSIS Mid-Atlantic Multifunctional Resource Center. Contract Years 1992-1995. Final Report.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 96
NOTE- 171p.; For Year 1 report, see ED 366 175; for Year 2 report, see ED 375 655; for Year 3 report, see ED 386 957.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Numerical/Quantitative Data (110)
DESCRIPTORS- *Bilingual Education; *Education Service Centers; *English (Second Language); *Inservice Teacher Education; Instructional Effectiveness; *Limited English Speaking; Program Descriptions; Program Evaluation; Records (Forms); Regional Programs; Resource Centers; Staff Development; Teacher Workshops; Teaching Methods; Technical Assistance; Theory Practice Relationship; Workshops
IDENTIFIERS- *Mid Atlantic Multifunctional Resource Center

This report summarizes the accomplishments of the 3-and-a-half year implementation of the Mid-Atlantic Multifunctional Resource Center (MRC), a program that provided training and technical assistance to educators and parents of limited-English-proficient (LEP) students in Delaware, the District of Columbia, Kentucky, Maryland, New Jersey, Ohio, Pennsylvania,

Purposes; English for Special Purposes; Error Patterns; Interlanguage; Interpersonal Communication; Language Patterns; Language Research; Latin American Literature; Learning Processes; Linguistic Theory; Native Speakers; Periodicals; *Pragmatics; Regional Dialects; Second Language Learning; *Second Languages; Spanish; Spanish Speaking; Story Telling; Swahili; Uncommonly Taught Languages; Written Language

IDENTIFIERS- Apologies; Mexico; *Politeness; South Africa

Monographs on pragmatics and language learning include: "Do We All Apologize the Same?--An Empirical Study on the Act of Apologizing by Spanish Speakers Learning English" (Montserrat Mir); "Conversational Openings in Kiswahili: The Pragmatic Performance of Native and Non-Native Speakers" (Alwiya S. Omar); "Experimental and Observational Data in the Study of Interlanguage Pragmatics" (Beverly S. Hartford, Kathleen Bardovi-Harlig); "The Interpretation of Implicature in English by NNS: Does It Come Automatically--Without Being Explicitly Taught?" (Lawrence F. Bouton); "Linguistic and Pragmatic Competence: Their Relationship in the Overall Competence of the Language Learner" (Sheila Hoffman-Hicks); "Discourse Domains Revisited: Expertise and Investment in Conversation" (Shona Whyte); "Politeness Phenomena in South African Black English" (Elizabeth de Kadt); "Gender and Function of Language Use: Quantitative and Qualitative Evidence from Japanese" (Sachiko Ide); "Seeking a Pedagogically Useful Understanding of Given-New: An Analysis of Native-Speaker Errors in Written Discourse" (Asha Tickoo); "The Telling of a Tale: Discourse Structure and Tense Use in Learners' Narratives" (Bardovi-Harlig); "Pragmatics of Elusive Languages" (Salikoko S. Mufwene); "The Pragmatics of Codeswitching in Mexican Political, Literary, and News Magazines" (Erica McClure); "Modality as a Strategy in Interaction: Epistemic Modality in the Language of Native and Non-Native Speakers of English" (Elise Karkainen); and "Pragmatics of the Use of Nominals in Academic and Professional Genres" (Vijay K. Bhatia). (MSE)

ED 395 518 FL 023 891

Mir, Montserrat

Do We All Apologize the Same?--An Empirical Study on the Act of Apologizing by Spanish Speakers Learning English.

PUB DATE- 92

NOTE- 21p.; For complete volume, see FL 023 890.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142),Journal Articles (080)

DESCRIPTORS- Age Differences; Cultural Traits; *English (Second Language); Interaction; *Interpersonal Communication; Language Research; Linguistic Theory; *Pragmatics; Second Language Learning; *Sociocultural Patterns; *Spanish Speaking

IDENTIFIERS- *Apologies; *Politeness

A study examined the production of English apology strategies by Spanish speakers learning English, by analyzing the remedial move in native and non-native social interactions. To restore harmony when an offensive act has been committed, remedial exchanges are performed according to the rules of speaking and the social norms of the speech community; different cultural patterns in the act of apologizing will be reflected in the use of different apology strategies and their intensification during remedial work. Subjects were 29 native speakers of English from the United States and 29 native Peninsular Spanish speakers learning English, who were posed eight situations, each including an offensive action. Responses were elicited.

Educational Policy; Higher Education; Instructional Development

This paper presents guidelines for writing a syllabus for college courses for both experienced and novice teachers. The purpose of the syllabus in communicating course content, purpose, direction and requirements is discussed, as is the necessity of planning the course before syllabus writing. Major content areas of the syllabus are reviewed, including course and instructor information, texts and materials, course objectives, calendar and policies, attendance, class participation, grading, honor policy, and available support services. (Contains 16 references.) (JPB)

ED 395 540 HE 029 194

Cashin, William E.; Clegg, Victoria L.
Periodicals Related to College Teaching. IDEA Paper No. 28.
PUB DATE- Jan 94
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Reference Materials - Bibliographies (131)
DESCRIPTORS- *College Instruction; Higher Education; *Scholarly Journals; *Teacher Education; Teacher Improvement

This paper presents a list of periodicals that cover issues in college teaching for experienced and novice teachers. Periodicals are listed for 75 specific academic fields and for higher education in general. The specific academic fields include accounting, agricultural engineering, agriculture, agronomy, anthropology, architecture, art, behavioral science, biochemistry, biology, business, business education, chemical engineering, chemistry, chiropractic, communications, computer science, counseling, criminal justice, dentistry, design, dietetics, economics, education, engineering, English, family studies, finance, nutrition, geography, geology, history, hospitality and tourism, instructional design, journalism, physical education, law, library science, management, mathematics, medicine, modern languages, music, nursing, pharmacy, philosophy, physics, physiology, political science, psychology, regional and community planning, theology, science, social studies, social work, sociology, statistics, theater, veterinary medicine, and women's education. (Contains 3 references.) (JPB)

ED 395 541 HE 029 195

Cashin, William E.
Readings To Improve Selected Teaching Methods. IDEA Paper No. 30.
PUB DATE- Sep 94
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Reference Materials - Bibliographies (131)
DESCRIPTORS- *College Instruction; Course Descriptions; Course Objectives; Higher Education; *Instructional Development; Instructional Effectiveness; Questioning Techniques; *Student Motivation; *Student Participation; *Teacher Education; *Teacher Improvement; Test Construction

This paper presents suggested readings to aid instructors in honing their teaching skills. As a point of departure 20 IDEA Teaching Methods are used. Readings are divided into four

Stencel, Sandra, Ed.; And Others
Networking the Classroom.
PUB DATE- 20 Oct 95
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Annotated Bibliographies; Class Activities; *Computer Networks; *Computer Uses in Education; Costs; Information Sources; *Instructional Effectiveness; Internet; Telecommunications
IDENTIFIERS- Access to Computers; *Computer Use; Cyberspace; *Networking; Technology Integration

This issue of "CQ Researcher" examines the theme of computer networking in the classroom and discusses uses past and present. It begins with an essay by Christopher Conte that discusses: "Does computer networking really enhance learning? Are teachers adequately prepared to take advantage of computer networking? Will computer networking promote equality or widen the gap between poor and affluent Americans?" The "Background" section looks at barriers to use, the limited early role of computer assisted instruction, and the present, more advanced uses of computers. The "Current Situation" section contains brief articles on high costs and federal initiatives associated with computer networking. The "Outlook" section considers technology and educational reform. The "Sidebars and Graphics" segments include: (1) "Sharing Computers," a United States map with shadings that indicate ratios of students per computer; (2) "How an Imaginative California School District Takes Students Where Textbooks Can't Go"; (3) a "Technology in Schools" bar graph; (4) "Field Trips of the Future"; (5) a "Chronology" of key networking events since 1962; (6) "Networking Resources on the Internet Range from the Esoteric to the Practical"; and (7) a debate over whether computer networking improves instruction. Two annotated bibliographies, with a total of 39 recommended sources, are appended. (BEW)

ED 395 561 IR 017 838

Bisman, J.; And Others
Occasional Papers in Open and Distance Learning, Number 19.
PUB DATE- Apr 96
NOTE- 50p.; For Number 18 in this series, see ED 389 285.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- *Computer Uses in Education; *Distance Education; Educational Assessment; Educational Planning; *Educational Practices; Educational Technology; Foreign Countries; *Higher Education; Instructional Innovation; Internet; Universities
IDENTIFIERS- Australia (Wagga Wagga)

This document is a collection of four papers dealing with the issues of technology in higher education, distance education, and assessment practices. The first paper, "Integrating the Internet into Distance Education in Accounting at Charles Sturt University: An Assessment of Potential" (Jayne E. Bisman), explores the impact of the Internet on accounting education and research. It identifies Internet services and capabilities of particular interest to staff in the Faculty of Commerce and notes that Charles Sturt University (CSU) is competitively well placed to pursue innovative opportunities using the powerful capabilities of the Internet. The second paper, "Students' Commitments To Attend Residential Schools" (Dirk H. R. Spennemann), incorporates recent questionnaire data and focuses media, platform, language, instruction level, and description. A description of software customization methods is also appended.) (KC)

ED 395 105 CE 070 918

Families Learning Together. Final Report.
SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg. Bureau of Adult Basic and Literacy Education.
PUB DATE- 95
NOTE- 39p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Basic Education; Adult Literacy; *Agency Cooperation; Economically Disadvantaged; *Family Programs; *Literacy Education; Low Income Groups; *Parent Education; Preschool Education; Program Effectiveness; Program Implementation; *Public Housing; *Rural Education
IDENTIFIERS- 353 Project; *Family Literacy

A project was conducted to develop a model to facilitate the expansion of adult education and family literacy classes in coordination with other local community organizations for delivery at rural public housing sites. The target audience was adult educators involved in facilitating family literacy and adult literacy programs for rural housing tenants. During the projects, service provider and client needs were assessed, collaborations were initiated, an instructional model was formulated, an administrative plan was created, and an evaluation was conducted. The instructional model was piloted in public housing in Renovo, Pennsylvania. Topics for the sessions included the following: "brothers and sisters fighting," "reading aloud to your child," "getting your child unstuck," and "creative snack making." The collaborative model did increase the educational services available to rural public housing tenants in a geographically isolated community. Agencies welcomed collaboration and evaluated the model as effective for them. Clients enjoyed the instructional sessions and rated them as helpful. (Three appendixes include brochures and fliers used in the project and project evaluation forms and data.) (KC)

ED 395 106 CE 070 919

Neuman, Susan B.
Families Reading Together: Adult Education Students and Their Preschool Children.
SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg. Bureau of Adult Basic and Literacy Education.
PUB DATE- 95
NOTE- 56p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Adult Students; *Childrens Literature; Demonstration Programs; *Family Programs; *Literacy Education; Preschool Education; Program Implementation; *Reading Instruction; Reading Materials; Student Motivation; Values Clarification
IDENTIFIERS- 353 Project; *Family Literacy

Through a participatory approach to adult basic education, a project was conducted to break the debilitating cycle of illiteracy that passes from low-income parents to their distance learning technology. Of the 100 programs responding (a 33% response rate), 97% indicated an interest in participating in distance learning. On the basis of the needs specified on the returned questionnaires, training modules were developed in the following areas: stress management, total quality management, teaching math, and time management. Staff development workshops based on the four modules were offered at several different dates and times; however, despite the high level of interest in distance learning indicated on the returned questionnaires, attendance at the workshops was extremely low. (Appendixes constituting more than 75% of this report contain the following: copy of the interim report; survey instrument and cover letter; letter announcing times/locations of the distance classes; and list of agencies providing adult literacy programs in Pennsylvania and program addresses and contact persons. The four project-developed learning modules are included: "You Want Me to Teach Math?" by Joyce Packard Kerrick; "A Distance Staff Development Presentation on Stress Management"; "A Distance Staff Development Presentation on Total Quality Management"; and "Time--Do You Manage It or Does It Manage You?" by Joyce Packard Kerrick.) (MN)

ED 395 125 CE 070 946

Expanding Our Horizons. 1995 Success Stories. Final Report.
SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg. Bureau of Adult Basic and Literacy Education.
PUB DATE- 95
NOTE- 32p.; For a related document, see ED 382 829.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adult Basic Education; *Adult Students; Comparative Analysis; *Literacy Education; *Outcomes of Education; Student Participation; *Success; Technical Assistance
IDENTIFIERS- 353 Project

The Success Stories project provided technical assistance to the Pennsylvania Department of Education's Bureau of Adult Basic and Literacy Education (ABLE) in selecting and recognizing 10 outstanding ABLE students via Midwinter Conference awards ceremonies and publication of the Success Stories Booklet and Flyers. In addition, the project sought to encourage greater participation of ABLE programs in Success Stories by providing resource specialists to novice agencies in the nominations process and increasing adult learner involvement by adding a former outstanding student to project staff. The project conducted a comparative study of programs who sponsored 1994/1995 Success Stories winners and agencies who did not participate in the awards process. Results indicated major differences in instructional level of clientele served, availability of paid and full-time staff, variety of funding sources, and staff/agency attitudes. Appendixes include a sample form for evaluating Success Stories of nominees and survey instruments. (YLB)

ED 395 126 CE 070 947

Tic Tac Toe Math. Train the Trainer.
SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg. Bureau of Adult Basic and Literacy Education.
PUB DATE- 95
NOTE- 17p.; For a related document, see ED 376 358.

Thompson); "A Look at Survey Research Methods" (Thomas H. Arcy); "Restructuring Middle School Programs: Implications for Marketing Educators" (Wally S. Holmes Bouchillon); "Up-Date: DECA (Distributive Education Clubs of America) Membership and Winners' Comparison" (Marcella McComas Norwood); and "Integrating Education: Changes Needed in Marketing Education" (Wally S. Holmes Bouchillon). (MN)

ED 395 144 CE 071 564

Walwei, Ulrich; Werner, Heinz
More Part-Time Work as a Cure for Unemployment? Results of an International Comparison.
PUB DATE- 96
NOTE- 20p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Collected Works - Serials (022)
DESCRIPTORS- Comparative Analysis; Employed Women; *Employment Patterns; Foreign Countries; Industrial Structure; *Labor Market; *Part Time Employment; *Public Policy; Sex Differences; Statistical Analysis; Structural Unemployment; *Unemployment
IDENTIFIERS- European Community; *Germany; *Organisation for Economic Cooperation Development; United States

The feasibility of policies encouraging more part-time employment as a cure for unemployment in Germany was examined through a comparison of the employment policies and labor markets of selected Organization for Economic Development (OECD) countries and the United States. OECD labor force statistics for the years 1972-1992 were analyzed to determine the following: patterns of part-time employment among men and women; the effect of part-time employment on the labor market; and factors determining the evolution of part-time work (structural changes in various sectors of the economy and gender-specific characteristics and behavioral aspects of employment). On the basis of the international comparison, it was concluded that a considerable potential for part-time work is still lying dormant in Germany. A shift-share analysis established that even anticipated structural shifts toward a service society and the expected increase in labor force participation by females will not, by themselves, drastically expand part-time work. Several policy approaches to promoting part-time work were suggested, including making child care and parental leave more available and offering financial incentives to encourage the creation of more part-time jobs. (A description of the shift-share analysis procedure is appended, and the 16 papers published in this series are listed.) (MN)

ED 395 145 CE 071 568

Command and Control. Radiological Transportation Emergencies Course. Revision Three.
SPONS. AGENCY- Department of Energy, Washington, D.C.
PUB DATE- 96
NOTE- 178p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Adult Education; Behavioral Objectives; Curriculum; *Emergency Programs; Environmental Influences; *Hazardous Materials; Instructional Materials; *Nuclear Technology; Pollution; Public Health; *Radiation; Radiation Effects;

sections: regulatory requirements; safety and accountability; manager and supervisor responsibilities; landlord responsibilities; fire protection; subcontracts and safety; accident prevention; incident reporting requirements; procedures for analyzing tasks for hazards; electrical safety; hazardous materials; housekeeping; work in high places or confined spaces; safety meetings; procedures for monitoring a safety program; and safety goals. Each section includes some or all of the following: enabling objectives, an exercise requiring trainees to evaluate a manager's effectiveness in a given scenario, and lists of good practices and practices to avoid. Concluding the module are a list of "smart moves," 14-item reference list, practice test, and test answers. Appended is a sample workplace safety inspection checklist. (MN)

ED 395 164 CE 071 587

Interfacing with External Organizations and the Public. MAS-128. Waste Isolation Division (WID). Management and Supervisor Training (MAST) Program.
SPONS. AGENCY- Department of Energy, Washington, D.C.
PUB DATE- 96
NOTE- 33p.; For related modules, see CE 071 569-588.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Adult Education; Behavioral Objectives; Case Studies; *Communication Skills; Hazardous Materials; Information Seeking; Learning Modules; *Management Development; *Organizational Communication; *Public Relations; Skill Development; Supervisor Qualifications; Supervisory Methods; *Supervisory Training; Vocational Education; *Waste Disposal
IDENTIFIERS- Freedom of Information Act; *Radioactive Wastes

This learning module, which is part of a management and supervisor training program for managers and supervisors employed at the Department of Energy's Waste Isolation Division, is designed to prepare trainees to communicate effectively with external organizations and the public. The following topics are covered in the module's individual sections: media relations (including guidelines for participating in television interviews); interfacing with the public (including guidelines for communication with coworkers when members of the public are present and communicating with legislators and their staff members); requesting information under the Freedom of Information Act; and participating in an audit conducted by the Department of Energy or some other regulatory body. Each section includes some or all of the following: enabling objectives, an exercise requiring trainees to evaluate a manager's effectiveness in a given scenario, and lists of good practices and practices to avoid. Contains eight references, a practice test and test answers. (MN)

ED 395 165 CE 071 588

Training and Qualifications of Personnel. MAS-129. Waste Isolation Division (WID). Management and Supervisor Training (MAST) Program.
SPONS. AGENCY- Department of Energy, Washington, D.C.
PUB DATE- 96
NOTE- 51p.; For related modules, see CE 071 569-587.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) -

standards; outline and materials for inservice training; recruitment brochure; competency lists/profiles rating forms; curriculum; evaluation forms; law enforcement tech prep packet; and competency profiles.) (YLB)

ED 395 181 CE 071 635

Rogers, Roxanne S.
Get a Job You Love.
PUB DATE- 96
NOTE- 270p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- Career Change; *Employment Interviews; *Employment Opportunities; Guides; Job Applicants; Job Application; *Job Search Methods; Personnel Selection; *Resumes (Personal); Unemployment

This book is designed to be a comprehensive, step-by-step guide through the maze of the hiring process, showing readers how to be successful job seekers and get a job they love. Chapter 1 assists in determining if readers want a career change and helps them discover what career or range of careers would allow them to satisfy personal career needs. Chapter 2 helps readers understand how the hiring process really works. Chapter 3 is designed to assist readers in creating a resume to present the benefits they can bring to a company. Chapter 4 focuses on connecting with the companies that need certain skills--how to identify and locate potential job opportunities. Chapter 5 describes how readers can present their skills as benefits in the cover letter to the hiring manager. Chapter 6 provides practical, winning strategies for making a great impression the first time and every time in job interviews. Chapter 7 focuses on follow-up communications that win the job. Chapter 8 discusses coping with job loss and getting back on track. Chapter 9 discusses special considerations for first-time job seekers. Appendixes include sample resumes and an index. (YLB)

ED 395 182 CE 071 639

Nelson, Elizabeth A.
Bibliography for the Hospitality Industry.
PUB DATE- 6 May 96
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Adult Education; Annotated Bibliographies; Dictionaries; Directories; Encyclopedias; Food Service; Guides; *Hospitality Occupations; Hotels; Occupational Home Economics; Postsecondary Education; Secondary Education; *Statistics; *Textbooks; Tourism; Vocational Education; Waiters and Waitresses

This annotated bibliography is a sample collection of reference materials in the hospitality industry suitable for a small academic library. It is assumed that the library has a general reference collection. Publication dates range from 1992-96, with two publication dates in the 1980s. No periodicals are included. The 41 reference materials are divided into these categories: 19 guides, handbooks, and manuals; 4 dictionaries and encyclopedias; 1 bibliography; 7 directories; 3 indexes; and 7 sources of statistics. Each entry follows this format: author(s) or editor(s), title, publisher, date of publication, and annotation. Materials specifically for college students or

ED 395 199 CE 071 713

Mewhorter, V. Carolyn
Sex Equity: Recruitment and Retention of Non-Traditional Students.
SPONS. AGENCY- Wisconsin State Board of Vocational, Technical and Adult Education, Madison. Wisconsin Technical Coll. System.
PUB DATE- 94
NOTE- 140p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; Competency Based Education; *Electrical Occupations; Equal Education; *Equal Opportunities (Jobs); Job Skills; Labor Legislation; Learning Activities; Learning Modules; Legal Responsibility; Lesson Plans; *Mechanical Skills; *Nontraditional Occupations; School Holding Power; Sex Discrimination; *Sex Fairness; Sexual Harassment; Skill Development; Student Recruitment; Technical Education; Technical Institutes; Two Year Colleges; *Womens Education

This document contains the materials required to present two courses that were developed during a project to increase the recruitment/retention of women in technical education programs. Presented first is Developing Mechanical/Electrical Aptitude, a 30-hour course to improve students' (primarily women's) mechanical and electrical aptitude and thereby prepare them for enrollment and employment in nontraditional fields by training them to do the following: solve abstract reasoning problems in spatial relations; identify various types of household and industrial tools used and demonstrate their uses; describe mechanical advantages, classes of levers, and simple machines; and understand basic electrical and mechanical concepts and their applications in everyday life. A course overview is provided along with a course test and five modules containing an overview, study/activity guide, instructor information, learning activities, and handouts. Presented next is a Equity/Equality, a course module that can be incorporated into instructional programs or used alone and that is designed to familiarize students with their rights and responsibilities in school and the workplace. The module includes goals/objectives, learning activities, and an evaluation activity and discusses the following topics: legal requirements for equal opportunity in education and employment; prohibited forms of discrimination and harassment and the legal consequences for employers and individuals; and gender equity. (MN)

ED 395 200 CE 071 714

Coffee, Mary Jo
Electronics Is Our Future.
SPONS. AGENCY- Wisconsin State Board of Vocational, Technical and Adult Education, Madison. Wisconsin Technical Coll. System.
PUB DATE- Oct 93
NOTE- 233p.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Career Development; *Career Exploration; Competency Based Education; Decision Making; *Electronic Technicians; Learning Activities; Lesson Plans; *Nontraditional Occupations; Postsecondary Education; *Prevocational Education; Self Actualization; Self Esteem; Teamwork; Technical Institutes; *Technology Education; Two Year Colleges; *Womens Education

Skills; Education Work Relationship; Integrated Curriculum; Interdisciplinary Approach; Job Skills; *Job Training; *Lifelong Learning; *Role of Education; Secondary Education; *Vocational Education

IDENTIFIERS- ERIC Digests

Many educators believe the role of vocational education is to prepare students for work in a given trade or vocational area with the focus on job skill training. Some contend vocational education should concentrate more broadly on all aspects of students' career development, including lifelong learning, employability, and cognitive skills. One way to expand the focus of vocational education is through the integration of academic and vocational education. Some states, such as Ohio, have redesigned their vocational education curricula to address state skill standards that have been expanded to include the academic competencies and skill levels needed to enter a given occupation or occupational area. Interdisciplinary curricula are another form of academic/vocational integration that has gained interest across the country. A comprehensive educational program must show the correlation between learning to work and learning to think. Connecting content of knowledge with the context of application enables students to expand their ability to solve problems. Constructivism requires that teachers follow practices that lead students to engage in higher-order thinking. The concepts of career development offer an expanded focus for vocational education, one that extends to include transitional components such as academic skills, productive work habits, work values, and career decision-making skills. (Contains 11 references.) (YLB)

ED 395 218 CE 071 760

Redmann, Donna H., Ed.

AERA Business Education and Information Systems Research Special Interest Group Proceedings (New York, New York, April 8-12, 1996).

PUB DATE- Apr 96

NOTE- 80p.

LANGUAGE- English

EDRS Price- MF01/PC04 Plus Postage.

PUB TYPE- Collected Works - Proceedings (021),Reports - Research/Technical (143)

DESCRIPTORS- Adult Learning; *Business Education; Business Education Teachers; Cognitive Processes; *Computer Literacy; *Computer Uses in Education; *Cost Effectiveness; Educational Research; *Employer Attitudes; Foreign Countries; *Input Output Devices; Intellectual Development; Postsecondary Education; Research Utilization; Secondary Education

IDENTIFIERS- Australia

This document contains the six papers that were presented at a business education and information systems special interest group meeting. The six papers were selected through a review process, with one paper being selected for the "outstanding paper" award. The award-winning paper is "The Importance of Desktop Computer Presentation Competencies as Perceived by Secondary Vocational Business Teachers and Business Professionals" (Lonnie J. Echternacht). The other papers are as follows: "Executives' Expectations of Administrative Support Personnel: Implications for Business Education" (Marcia A. Anderson-Yates, Angela Penny); "The Human Factors Effects of Using a Mouse Device for Computer Input" (Lonnie J. Echternacht, Donna R. Everett); "Case Studies to Evaluate a Computer-based Model for Cost-Benefit Analysis of Flexible Delivery Options in Australian Vocational Education and an excellent attempt at balancing out the disparity in multicultural assessment, while its primary value currently seems to be as a clinical instrument. Further studies of the African-American population's experiences with this instrument need to be conducted, and work needs to be done in general to ascertain whether the TEMAS will be suitable for suburban minority youth. (TS)

ED 395 237 CG 026 982

Melancon, Janet G.; Thompson, Bruce
Measurement of Self-Perceptions of Jungian Psychological Types.
PUB DATE- 9 Apr 96
NOTE- 27p.; Paper presented at the Annual Conference of the National Council on Measurement in Education (Washington, DC, April 9-11, 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Higher Education; *Personality Assessment; *Personality Measures; Personality Studies; Personality Traits; Psychological Characteristics; *Psychological Testing; *Self Concept; *Self Concept Measures
IDENTIFIERS- *Myers Briggs Type Indicator

Psychological type has proven useful to myriad educational applications, including career counseling and as an assessment of learning styles. Previous studies have investigated the use of word-pairs to measure type dimensions, but prior results have consistently suggested that Judging-Perceiving (JP) preferences require sentences to measure more complex JP dynamics. The present study involved 422 subjects who completed a word-pair measure augmented with items consisting of sentences. The improved psychometric properties of scores involving both measurement strategies suggest that JP dynamics are complex, and must include more complex item forms. (Appendices present statistical analysis and the survey instrument. Contains 12 references.) (Author)

ED 395 238 CG 026 983

Latkovich, Sharon A.
A Review of the Literature on the Validity of the Child Behavior Checklist.
PUB DATE- Feb 96
NOTE- 28p.; Paper presented at the Annual Meeting of the Eastern Educational Research Association (Cambridge, MA, February 21-24, 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Behavior Problems; *Diagnostic Tests; Elementary Secondary Education; Evaluation Methods; *Evaluation Research; *Interpersonal Competence; *Personality Assessment; Problem Children; *Psychological Evaluation; Psychological Patterns; Psychological Testing
IDENTIFIERS- *Child Behavior Checklist

The Child Behavior Checklist (CBCL) is used to assess the behavioral problems and social competencies of children. Its broad usage in both a practitioner and research context has led to misapplications as compared to the CBCL's original intended purpose. Practical applications vary from the more traditional physical activity and positive mental health suggests that girls should be encouraged to remain physically active throughout adolescence and into adulthood. Seven tables present results. (TS)

ED 395 257 CG 027 079

Jaffee, Lynn; Bergeron, Suzie
Adolescent Girls Face the Future.
PUB DATE- 94
NOTE- 9p.; For earlier phases of this study, see CG 027 076 and CG 027 078.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Journal Articles (080)
DESCRIPTORS- *Adolescent Development; Adolescents; Aspiration; Athletics; Early Adolescents; Elementary Secondary Education; Exercise; Females; Occupational Aspiration; Physical Activities; Preadolescents; *Self Concept; *Self Esteem; *Sex Bias; Sex Discrimination; Sex Role; *Sex Stereotypes; *Womens Athletics

This article is the final report on a study of adolescent girls which explored the relationship between physical activity and self-esteem. Two earlier phases of the study collected data on girls aged 9 to 12 years (n=76) and aged 12 to 17 years (n=67). A questionnaire explored: (1) confidence and perceived competence; (2) sports and activity level; and (3) career choices and perceived viability of a chosen career. The girls also discussed their views on sports, gym or recess, confidence and risk-taking, and their concerns for the future. Results indicated: (1) younger girls had a clearer vision of future occupations; (2) the majority of girls felt their career aspirations were possible; (3) younger girls were more specific about future occupations, while older girls spoke more generally about career areas; (4) few girls aspired to careers in sports or athletics; (5) the majority of girls were optimistic about their future and had something to look forward to, such as increased freedom and responsibility; (6) concerns about the future included financial stability, school, their parents' health, and leaving home; (7) most girls pictured themselves getting married in the future, with definite views regarding having children; and (8) older girls worried about school, the future, and failure, while many of the younger girls worried mostly about safety. (RB)

ED 395 258 CG 027 080

Jaffee, Lynn; Mahle Lutter, Judy
Adolescent Girls: Factors Influencing Low and High Body Image.
PUB DATE- 95
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Journal Articles (080)
DESCRIPTORS- *Adolescent Development; *Body Image; *Females; Secondary Education; *Self Concept; *Self Concept Measures; *Self Esteem; Self Evaluation (Individuals); Sex Stereotypes; Sexual Identity

Past research on women has indicated that a fear of becoming fat emerges during adolescence and continues into adulthood. This study focused on factors associated with negative or positive body image, such as weight, physical activity, teasing, authors and illustrators portray books, reading, and writing and how this portrayal reflects current literacy theories and recommended instructional practices. The theoretical framework of this study is grounded theory (GLaser and Strauss, 1967). Categories which emerged from the study were developed and analyzed based on the occurrences found in literature and illustrations: (1) emergent literacy and storytime reading; (2) reading aloud; (3) children or peers who teach one another to read or read better; (4) self-taught readers and/or writers; (5) learning to read or characters who cannot read or those who experience difficulty reading; (6) published literature references in texts; (7) reading and writing portrayed in school; (8) vocabulary as a goal; (9) a focus on letters, sounds, cursive writing, calligraphy, and spelling; (10) history of writing, alphabets, printing press and books; (11) literature written as letters, journals, or diaries; (12) authorship; and (13) the role of the library or bookstores, including the issue of censorship. Results indicated that, while the texts positively encourage reading and writing, current literacy theories and recommended instructional practices were not reflected in the literature examined. Findings revealed that the literature portrayed books, reading, and writing occurring across a broad spectrum of life and were not limited to use in the school classroom. The dominant image portrayed in children's literature was a positive celebration of books, reading, and writing. Further research should reanalyze the books by categories and analyze the instructional activities mentioned and the instructional strategies used. (Contains 3 tables of data, 26 references, and a list of juvenile books used in the study.) (Author/CR)

ED 395 277 CS 012 438

Friel, Susan N.; Bright, George W.
Building a Theory of Graphicacy: How Do Students Read Graphs?
PUB DATE- Apr 96
NOTE- 23p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Concept Formation; Grade 6; *Graphs; Intermediate Grades; *Mathematics Materials; Mathematics Tests; Middle Schools; Reading Research; Student Reaction; Teacher Made Tests; *Visual Learning
IDENTIFIERS- Middle School Students; North Carolina; *Reading Behavior; *Visual Processing

A study examined middle grades students' learning of concepts related to the use and interpretation of graphs. Subjects of the study were 76 sixth-grade students in 3 different mathematics classes in a central North Carolina middle school. The first two parts of the written instrument were administered as both a pretest and a posttest, using line plots and bar graphs; the second two parts, using stem plots and histograms, were administered only as a posttest, since few students have had experience with these graphs. For each question on the tests, the analysis involved categorizing responses in ways that characterized the nature of students' thinking. Results indicated that students: (1) confuse the axes of line plot and histogram type graphs; (2) have problems using intervals of data; (3) use the "middle" of the data to describe what is typical much less frequently than the mode; and (4) seem to

Iowa Tests of Basic Skills reading subtest were used as a posttest. A t-test for independent samples was done on these 2 sets of scores to determine if there was a statistically significant difference in reading achievement between the 2 groups. Results indicated that there was an increase in reading achievement for the experimental group. Findings reveal agreement with earlier findings of Hollis Scarborough, Wanda Dobrich, and Maria Hager (1991) that any program or home which provides experiences in the development of these perceptual, intellectual, emotional, experimental, and language skills should enhance the child's ability to learn to read. (Contains one table of data and 13 references.) (CR)

ED 395 298 CS 012 467

Harris, Mary B.
The Effect of Departmentalization on the Reading Achievement of Sixth-Grade Students.
PUB DATE- 96
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Classroom Techniques; Comparative Analysis; *Departments; Educational Strategies; Grade 6; Instructional Effectiveness; Intermediate Grades; *Reading Achievement; *Reading Instruction; *Reading Programs; Reading Research; *Teaching Methods
IDENTIFIERS- Chicago Public Schools IL; Iowa Tests of Basic Skills

A study examined whether departmentalization affected the reading achievement of sixth-grade students attending a Chicago public school. A random sample of 30 students was chosen from a group of 53 who received instruction in a departmentalized program. A second random sample of 30 was selected from a total of 54 students who received instruction in self-contained classrooms. Test score results from the Iowa Tests of Basic Skills administered in the spring of each year were used as the posttest score results for the current grade and pretest scores for the next year. A t-test was done on the samples to determine if there was a statistically significant change after a year of exposure to learning in a departmentalized program. Results indicated that, in the experimental group, some excelled, others remained the same, and 3 students digressed, but the control group showed a higher and more consistent growth pattern with no digressions. Findings suggest that the transitional year of a departmentalized program affects reading achievement. (Contains one table of data and 23 references.) (CR)

ED 395 299 CS 012 468

Seignon, Nadia; Tobias, Sigmund
Metacognitive Knowledge Monitoring and Need for Feedback.
PUB DATE- Apr 96
NOTE- 11p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12, 1996).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cognitive Ability; *Feedback; Grade 5; Intermediate Grades; Learning Strategies; *Metacognition; Student Needs; Teaching Methods; Vocabulary

A study focused attention on the academic personas acquired by two AAVE-oriented (African American Vernacular English) beginning writers as reflected by their speech in informal settings and the style they employed in academic tasks. The study explores the degree to which literacy experiences (home and school) affect students' lives. It was guided by the following hypotheses: (1) that AAVE-oriented students prefer to employ Black rhetorical patterns in their writing; (2) that students' meaning is suppressed by the constructs of academic discourse; (3) that the distinct learning and language styles of AAVE-oriented students must be tapped to form a union between the discourse patterns of academia and the discourse patterns of the AAVE-oriented students. For the study, two students were selected from demographic surveys; they were interviewed for 90 minutes using a 3-step interview procedure. Writing samples were also collected. Excerpts from the interviews and details about the students' experience of being Black in literacy-related situations suggest that African-American students need to be taught that they are heirs of a tradition that has used Black discourse to express thought with power and clarity. They should be encouraged to tap into the rhetorical styles of the wordsmiths, from Frederick Douglass to James Baldwin. An Afrocentric writing pedagogy would be grounded in a theory that takes into account the historical position of AAVE speakers and the legacy of freedom as literacy. (Contains 9 references.) (TB)

ED 395 318   CS 215 295

Shober, Lynne S.
A Portfolio Assessment Approach to Narrative Writing with the Cooperation of a Fourth Grade Target Group.
PUB DATE- Feb 96
NOTE- 110p.; M.S. Practicum, Nova Southeastern University.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043),Reports - Research/Technical (143)
DESCRIPTORS- Grade 4; Intermediate Grades; *Parent Participation; Parent Teacher Conferences; *Portfolio Assessment; *Portfolios (Background Materials); Student Evaluation; Teacher Attitudes; *Writing (Composition); *Writing Evaluation; *Writing Processes; Writing Research
IDENTIFIERS- Parent Surveys; Teacher Surveys; Writing Tasks

A study examined how a portfolio might be utilized to present student growth, or lack of growth, in narrative writing within a 12-week period. It addressed the problem of establishing specific portfolio assessment criteria for narrative writing samples, and effectively utilizing portfolios as an evaluation tool for parent/teacher/student conferences. Two objectives were: at the completion of the implementation period, 50% of the targeted 22 fourth grade students would demonstrate improvement in narrative writing by elevating scores one level on a rubric scale; and 60% of the students would participate in a teacher/parent/student conference during the implementation period. Parents and teachers were surveyed regarding the use of portfolios as a vital link of communication between home and school, with resulting supportive responses from teachers. Parents responded to various queries with positive replies on the importance of portfolios and their use in conferences, and on the necessity of those conferences. During the 12-week period, students completed 3 writing samples, including prewriting, revising, and editing their work, and each sample was assessed for growth and understanding of the writing

NOTE- 21p.; Paper presented at the Annual Meeting of the Speech Communication Association (81st, San Antonio, TX, November 18-21, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Censorship; Conservatism; *Financial Support; *Government Role; Higher Education; Homosexuality; Legislators; Mass Media; *Moral Issues; *Programming (Broadcast); *Public Television
IDENTIFIERS- Congress; *Controversial Topics; First Amendment; Religious Right

Public broadcasting in the United States frequently draws criticism from conservatives who accuse it of pursuing an agenda promoting environmentalism, gay rights, affirmative action, reproductive choice, and other liberal causes, and of being hostile to conservative interests such as defense, the pro-life effort, and the promotion of Christian values. To date, concerns over censorship in public television have focused, not on overt efforts by Congress to determine the bounds of acceptable programs, but on not-so-subtle pressure at both the national and the local level to self-censor or risk loss of funding. Several recent cases of controversial programs have led to calls for ties between funding of the public television system and program content--programs such as "Tongues Untied," "Portrait of a Marriage," and "Tales of the City." Assessing the constitutionality of possible future efforts by Congress to place content-related conditions on the funding of public television seems to require that 3 areas of law be analyzed: (1) the current statutory framework in which the public television system operates; (2) the recent case law in the area of the First Amendment and public broadcasting; and (3) relevant overarching judicial principles. Although the Doctrine of Constitutional Conditions offers protection against congressional interference, even it may allow content of individual programs to be a factor in funding decisions--and legal scholars question the relevance of a legal principle whose genesis was in the New Deal era. (Contains 30 references.) (TB)

ED 395 339 CS 509 243

Grob, Lindsay M.; Allen, Mike
Sex Differences in Powerful/Powerless Language Use: A Meta-Analytic Review.
PUB DATE- Apr 96
NOTE- 33p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- College Students; Communication Research; Higher Education; *Language Usage; Meta Analysis; Research Needs; *Sex Differences
IDENTIFIERS- *Communication Behavior; *Communication Styles

Sex differences in language use have been examined for many years, but no clear-cut conclusions exist. A meta-analysis of the existing literature was conducted regarding powerful/powerless language use, including 30 studies, with a total combined sample size of 3,012. The overall correlation indicated that men use more powerful language than women. Type

Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Educational Innovation; Elementary Secondary Education; *Home Instruction; *Home Schooling; Independent Study; *Learner Controlled Instruction; Nontraditional Education; *Parents as Teachers; Parent Student Relationship; Student Developed Materials

This book offers suggestions to parents for implementing interest-initiated learning in home-school situations. Interest-initiated learning is based on three principles: (1) the learner initiates and controls learning according to his or her own interests; (2) the student's own priorities guide the learner; and (3) the teacher only enters the process when invited to do so. Six chapters provide information on getting started, choosing learning materials, scheduling learning opportunities, trusting children to lead the way, keeping future educational opportunities open, and coping with parent-as-teacher stress. An index is included. (Contains 15 resources). (LMI)

ED 395 358 EA 027 535

Leistico, Agnes
Still Teaching Ourselves.
PUB DATE- Mar 90
NOTE- 213p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Educational Innovation; Elementary Secondary Education; *Home Schooling; Independent Study; *Learner Controlled Instruction; Nontraditional Education; *Parents as Teachers; Parent Student Relationship; Student Developed Materials

This book is the sequel to "I Learn Better By Teaching Myself," which argued that parents need to follow their personal parenting instincts and to trust that their students know what is best for themselves. Chapter 1 describes how the author's family became involved in home schooling. The second chapter describes how they set standards in the form of goals and how they decided the course of study. Activities and resources that proved successful are described in the third chapter. The benefits of forming a support group with other families are outlined in the fourth chapter. Chapter 5 offers suggestions for balancing schedules. The final three chapters describe each of the author's children and their transition into high school, college, and the work place. Contains a list of resources and an appendix. The appendix contains samples of quarterly performance reports. (LMI)

ED 395 359 EA 027 537

Dobson, Linda
The Art of Education: Reclaiming Your Family, Community, and Self.
PUB DATE- 95
NOTE- 254p.; Foreword by John Taylor Gatto.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-

complimentarity in their schools and education system, rather than neocentralist and "self-managing" corporate managerialism, uniformity, and comparability. Data were derived from a questionnaire sent to parents, teachers, department of education administrators, and principals in 28 primary, district high, and high schools in Tasmania. Six tables are included. (Contains 25 references.) (Author/LMI)

ED 395 378 EA 027 566

Giles, Corrie
School Development Planning: Problems and Possibilities. What We Know and What We Have Yet To Learn.
PUB DATE- Mar 96
NOTE- 16p.; Commonwealth Council for Educational Administration Symposium paper presented at the Research Conference of the British Educational Management and Administration Society (Cambridge, England, United Kingdom, March 25-27, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Decentralization; Educational Change; Educational Improvement; *Educational Planning; Elementary Secondary Education; Foreign Countries; *Governance; Government School Relationship; Inspection; *Institutional Autonomy; Long Range Planning; *School Based Management; Strategic Planning
IDENTIFIERS- *England; *Ontario

Local management of schools, parental choice, and accountability were crucial themes of Great Britain's 1988 Education Reform Act. Central government's belief in market forces as the key to sustained systemwide school improvement was further supported by the 1993 Education Act, which increased the variety of school offerings for parental choice by allowing specialization and the selection of pupils by ability. The changes have made it necessary for schools to professionalize their strategic, tactical, and operation planning. However, schools continue to experience difficulties in successfully adopting site-based planning approaches, such as school-development planning. This paper identifies key problems with the school-development planning approach as presently adopted in England and Wales and recently incorporated in the Office for Standards in Education (OFSTED) inspection process. It suggests a more effective approach for managing change and school improvement, with a focus on North American literature describing the successful implementation of site-based planning and the school-growth planning approach implemented by a number of school boards in Ontario, Canada. Schools in Great Britain will have to individually determine their strategic direction in the educational market place, identify the type of school that they intend to become, and plan the range of services that they intend to provide. (Contains 38 references.) (Author/LMI)

ED 395 379 EA 027 567

Daresh, John C.; Playko, Marsha A.
Lessons for Educational Leadership from Career Preparation in Law, Medicine, and Training for the Priesthood.
PUB DATE- Apr 96
NOTE- 10p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

issues, including policy formation, finance, the school role in the community, administration and organization, curriculum, evaluation and assessment, school staff, and Estonia's relationship to the rest of Europe. Issues pertaining to educational efficiency and performance are discussed in the third section, with a focus on raising educational performance (students repeating grades in the years after being a Soviet state), student expulsions, and enrollment in institutions of higher education. Challenges, problems, and prospects are presented in the fourth section. The years 1966 to 1975 signified the transition to a compulsory general education system which contributed to a decline in educational standards and an unbalanced curriculum. Estonian educators are currently focusing on the development and implementation of the new curriculum, teacher training and financial aspects of education. Thirteen tables are included. (LMI)

ED 395 397 EA 027 589

What Is Home Schooling?
PUB DATE- Jan 95
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; Educational Finance; Elementary Secondary Education; Family Characteristics; *Home Schooling; Nontraditional Education; *Parents as Teachers; Parent Student Relationship; Private Education; State Legislation
IDENTIFIERS- *Ohio

The Ohio Department of Education estimates that 15,000 children were being home-schooled in Ohio, based on a 1991 survey of school superintendents. This document presents an overview of home schooling and describes the nature and extent of home schooling in Ohio. Data are based on a review of literature, information received from national and state home-schooling organizations, and interviews conducted with parents who home-school. The document addresses the following topics: the definition of home schooling; the requirements for home schooling in Ohio; the characteristics of families who engage in home schooling; the reasons why parents choose home schooling; a comparison of curricula and instructional practices used by home schools and conventional schools; the reported educational outcomes of home-schooled students; and the impact of home schooling on school districts. Home-schooling advocates report that home-schooled students perform as well as or better than their traditionally schooled counterparts on standardized tests and that they are socially competent at an earlier age than conventionally schooled peers. The document suggests that home schooling can alleviate some of the financial pressures and overcrowding in public school districts. Two exhibits are included. (Contains 26 references.) (LMI)

ED 395 398 EA 027 650

U.S. Department of Education, Office of Inspector General. Semiannual Report to Congress, No. 32. October 1, 1995 - March 31, 1996.
PUB DATE- 96
NOTE- 67p.
LANGUAGE- English

Education and local school districts. Recommendations include the need to provide a systematic program of inservice education and revise state rules, regulations, and guidelines in specified ways. Recommendations to local school districts include development of plans for programing for ADHD children and establishment of resource libraries. Incorporation of education regarding ADHD into all teacher training programs in the state is urged. Sections of the report discuss: (1) historical background of ADHD; (2) definition; (3) relationship to special education categories; (4) prevalence; (5) identification and assessment; (6) the schools' role in the assessment and diagnostic process for ADHD; (7) medical interventions; (8) school-based interventions; (9) parent/family issues; (10) controversial interventions; and (11) conclusions. An attachment updates the ADHD definition based on the fourth edition of the Diagnostic and Statistical Manual of Mental Disorders. (Contains 41 references.) (DB)

ED 395 415 EC 304 809

Transition Planning for Success in Adult Life.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- 96
NOTE- 5p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Definitions; *Disabilities; Educational Legislation; Educational Planning; *Education Work Relationship; Federal Legislation; Graduation; Individualized Education Programs; *Long Range Planning; Parent Student Relationship; Secondary Education; *Transitional Programs
IDENTIFIERS- Individuals with Disabilities Education Act

This brief paper considers planning for the transition of students with disabilities from the school setting to adult life. First, "transition services" are defined according to requirements of the Individuals with Disabilities Education Act. The relationship of transition services to the student's Individualized Education Program is discussed, as is the transition plan and graduation requirements. Suggestions for beginning transition planning recommend the delivery of transition services through curricular and extracurricular activities in many settings. A transition checklist lists suggested planning activities for various time periods, including 4 to 5 years, 2 to 3 years, and 1 year before leaving the school district. (DB)

ED 395 416 EC 304 810

Mar, Harvey H.; Sall, Nancy
Social Relationships of Children and Adolescents with Deaf-Blindness. Final Report.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- Apr 96
NOTE- 196p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions)

assessment accommodations in the IEP. Suggestions are given to help schools include all students in statewide assessments, including: consideration of the design characteristics of assessment instruments, accommodations, and alternative assessments used; explanation of the distinction between accommodated assessment and alternative assessment; guidelines for accommodation and an accommodation planning worksheet; standards for evaluating appropriateness of an accommodation; and examples. Also provided are suggestions for sources of additional help. (DB)

ED 395 434 EC 304 829

Okolo, Cindy; Hayes, Renee
The Impact of Animation in CD-ROM Books on Students' Reading Behaviors and Comprehension.
PUB DATE- Apr 96
NOTE- 12p.; Paper presented at the Annual International Convention of the Council for Exceptional Children (74th, Orlando, FL, April 1-5, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Animation; Beginning Reading; *Childrens Literature; Computer Assisted Instruction; Computer Uses in Education; Instructional Effectiveness; *Interactive Video; *Learning Disabilities; Optical Data Disks; Primary Education; Reader Text Relationship; Reading Aloud to Others; *Reading Comprehension; *Reading Difficulties; Reading Instruction

This study evaluated the use of children's literature presented via one of three conditions: an adult reading a book to the child; the child reading a CD-ROM version of a book on the computer but without animation; and the child reading the book on the computer with high levels of animation. The study, in one primary grade classroom, involved 10 students with learning disabilities and 10 students without disabilities. Students preferred the high animation computer condition, spending almost four times as much time "reading" the book in this condition than the adult reader condition. However, students obtained the highest scores on comprehension questions in the adult-reader condition. The high animation condition appeared to mislead students into drawing wrong conclusions about the text. Students in the low-animation condition did not tend to make use of such features as clicking on words to hear them pronounced and requesting that pages be re-read. There were no statistical differences between students with and without learning disabilities on any dependent measures. (Contains 17 references.) (DB)

ED 395 435 EC 304 830

Groppelli, Angela
Identifying Gifted/Talented Low S.E.S Students.
PUB DATE- 95
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Ability Identification; Academic Achievement; *Academic Aptitude; Catholic Schools; Children; College Students; *Disadvantaged Youth; Elementary Secondary Education; Environmental Influences; Foreign Countries; *Gifted Disadvantaged; Higher Education; *Performance Factors; Poverty;

Development; Second Language Instruction; Teacher Associations; *Teacher Participation
IDENTIFIERS- Canada

The planning, design, development, and implementation of a conference of Canadian German teachers to promote a collaborative, decentralized approach to professional development are described. The report begins with an overview of the professional development situation among German teachers in Canada. Particular focus is on efforts to make fundamental changes in the format of development programs by building teachers' individual motivation for and interest in professional development activities and their ability to participate in continuous learning, implementing a participatory, interactive conference model, and structuring a national professional association supporting this model. The theoretical background for such a model is also outlined. The process of creating a participatory conference is then detailed, including the establishment of objectives, design of the conference format, preliminary planning, creation of an opening information fair, and use of round-table discussions and action groups. The conference process is then described from the organizers' perspective, including many logistical issues and considerations and follow-up activities. Additional planning notes are provided in an appendix. (MSE)

ED 395 454 FL 023 760

Enns, Esther, Ed.; Jahn, Juergen, Ed.
Proceedings of the CCTG Round-Table Discussions on the Professional Development of Canadian Teachers of German (Calgary, Alberta, Canada, April 22-24, 1994).
PUB DATE- 94
NOTE- 25p.; Translation from the original proceedings which were in German.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Curriculum Development; Discussion Groups; Financial Support; Foreign Countries; *German; *Language Teachers; *Professional Associations; *Professional Development; Program Design; Second Language Instruction
IDENTIFIERS- Canada

The overall theme of the round-table discussions at a conference of the Canadian Council of Teachers of German (CCTG) was the cooperation of regional teacher associations and creation of a professional development network. An introductory section describes the project through which the round-table discussions were organized, the structure of the discussions, discussion topics, and goals. Subsequently, the three phases of the proposed round-table discussions are outlined: (1) a reflective phase geared to defining problem areas and organizing topics, during which six focal points for each topic were identified (qualifications of professional developers, initiation of development activities, linking professional development and teaching practice, alternative development structures, financing models, survival through renewal); (2) responsibility for use of discussion results for each topic; and (3) first measures to encourage the shift to regional professional development. In the latter category, results are reported for each participating region. Lists of regional and national associations and of conference participants are appended. (MSE)

ED 395 455 FL 023 761

Charlie, Teddy; Kari, James, Ed.
Ode Setl'oghwnh Da': Long After I Am Gone. Stories by Teddy Charlie, Told in Lower Tanana Athabaskan of Minto, Alaska.
PUB DATE- 92
NOTE- 44p.; "Recorded and transcribed in 1961 by Michael Krauss..."
LANGUAGE- English; Tanana
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020),Books (010),Books (010)
DESCRIPTORS- *Alaska Natives; *Athapascan Languages; Daily Living Skills; *Folk Culture; Maps; *Oral Tradition; Photographs; Regional Dialects; Short Stories; *Sociocultural Patterns; Tales; Transportation; Uncommonly Taught Languages
IDENTIFIERS- Alaska; Tanana

Six stories told by Teddy Charlie, an Alaska native, in the Lower Tanana Athabaskan language of Minto, Alaska are presented here and illustrated with maps and photographs. A foreword offers background information on the storyteller and the recording of the stories. The six stories include: "When Minto Village First Began"; "How We Travel Among the Lakes"; "Tanning a Moosehide"; "How We Build Canoes"; "Using a Canoe"; and "How We Build Sleds." The text is presented in Athabaskan, with line-by-line translation in English. (MSE)

ED 395 475 FL 023 807

Kaplan, Lawrence D., Ed.
Ugiuvangmiut Quliapyuit = King Island Tales. Eskimo History and Legends from Bering Strait.
PUB DATE- 88
NOTE- 273p.; The title page contains the names of nineteen people: seven tellers; three collectors; one photographer; two translators; one editor; one assistant editor; one foreword author; three introduction authors.
LANGUAGE- English; Inupiaq
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020),Books (010),Books (010)
DESCRIPTORS- *Alaska Natives; Beliefs; Birth; Daily Living Skills; Dance; Family (Sociological Unit); *Folk Culture; Indigenous Populations; *Inupiaq; Language Patterns; Leisure Time; Maps; Music; Photographs; Regional Dialects; Sex Role; *Social Values; *Sociocultural Patterns; Story Telling; *Tales
IDENTIFIERS- Alaska; Hunting; Names

The collection of native tales from King Island, Alaska, contains tales told originally in Inupiaq Eskimo by seven native elders. Introductory sections provide background information on the storytellers, King Island Village and its people, traditional life there, and the language of the King Islanders. The 25 tales are divided into groups: "The ways of the King Islanders" (women's tasks, grandmothers, rules for living); "The community house" (drumming, dances, origins of the wolf dance, entertainment); "Hunters" (great polar bear hunters, boys' role in the hunt, grandfathers, two King Islanders adrift, men who drifted away on the ice, cormorant hunters, two spirits out hunting); "Hauntings"; "Childbirth" (prolonged childbirth, unborn babies); and "Shamans." Texts are presented in Inupiaq on the left page and in English translation on the right page. Appended materials include notes on Eskimo names, photographs of King Island in 1974, and a map of King Island. A brief list of suggested readings is also included. (MSE)

ED 395 476 FL 023 808

Deacon, Belle; Kari, James, Ed.

Virginia, and West Virginia. In the contract period, MRC completed all deliverables assistance activities and responded to 4,144 quick action requests. Participants in MRC training activities numbered 7,912. Of this number, over 29 percent were Title VII recipients. Teachers were the largest number of participants (N=3,499); project directors and other administrators accounted for 29 percent of the total number of participants. A major part of MRC training and technical assistance efforts were devoted to planning short- and long-term staff development activities with SEAs (state education authorities) and LEAs (local education authorities). Chapter 1 reports on major activities of the last year, including a state-by-state description of the service area, MRC staff, and other resources used. Chapter 2 describes the major accomplishments, focussing on administrators and mainstream educators, institutes, coordination activities, and training in the use of technology. Chapter 3 discusses Environmental Educational Changes in the area with concomitant trends and issues. Appendices include the summary reports of MRC activities, activities with superintendents, and selected MRC Institute and Workshop programs and materials. (Author/NAV)

ED 395 499 FL 023 831

Kitao, Kenji; Kitao, S. Kathleen
Publishing Your Papers Using the Internet.
PUB DATE- 96
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Electronic Publishing; Faculty Publishing; Information Dissemination; *Internet; Printed Materials; *Publishing Industry; Scholarly Journals; Second Language Learning; Writing for Publication
IDENTIFIERS- ERIC; *World Wide Web

This paper discusses the reasons for and means of publishing research or making research available. The first section discusses why it is important to publish. The second section discusses what should be published, and the third section provides information on where to publish (books, journals, Educational Resources Information Center database, on-line publications, World Wide Web). The fourth section gives an overview of how to prepare a manuscript for publication. (NAV)

ED 395 500 FL 023 833

Tannenbaum, Jo-Ellen
Practical Ideas on Alternative Assessment for ESL Students. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- May 96
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Charts; Creative Writing; Dialog Journals; *English (Second Language); *Evaluation Methods; Interviews; Journal Writing; Nonverbal Communication; Oral Language; Portfolios (Background Materials); Role Playing; Science Instruction; Social Studies; *Student Evaluation; Writing Exercises

The degree of severity of the offense, age of interactants, and degree of familiarity between interactants were systematically varied to observe their effect on the apologies elicited. Results revealed cultural dissimilarities in the Peninsular Spanish and American English apology systems, and the subsequent transfer strategies of native rules of speaking to the target language. They also show different degrees of intensification between native and non-native responses. Implications for second language teaching are discussed. (MSE)

ED 395 519 FL 023 892

Omar, Alwiya S.
Conversational Openings in Kiswahili: The Pragmatic Performance of Native and Non-Native Speakers.
PUB DATE- 92
NOTE- 15p.; For complete volume, see FL 023 890.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Journal Articles (080)
DESCRIPTORS- Comparative Analysis; Cultural Context; Cultural Traits; Dialogs (Language); *Interpersonal Communication; *Language Patterns; Language Research; Linguistic Theory; Native Speakers; *Pragmatics; Second Language Learning; *Second Languages; *Sociocultural Patterns; *Swahili
IDENTIFIERS- *Turn Taking

A study investigated the production of conventional conversational openings by five advanced learners of Kiswahili with experience in the Kiswahili speaking environment. Native speakers of Kiswahili usually engage in lengthy openings including several phatic inquiries (PIs) and phatic responses (PRs). The number and manner in which the PIs and PRs are produced depend on the age difference of participants. Participants of the same age compete in PI production, resulting in PI/PR and PI/PI overlaps and successive PIs produced by one participant. PIs and PRs are produced at a rapid rate If there is an age difference, the younger participant initiates the opening by producing a respectful greeting form, and the older person produces most of the PIs. The advanced non-native speakers were pragmatically aware of Kiswahili openings and were native-like in the way they engaged in lengthy greetings. However, the learners' openings were produced at a slow pace, resulting in non-overlapping reciprocity with each participant awaiting his turn. Results show variability in learners' performance both across individual learners and across situations. (MSE)

ED 395 520 FL 023 893

Hartford, Beverly S.; Bardovi-Harlig, Kathleen
Experimental and Observational Data in the Study of Interlanguage Pragmatics.
PUB DATE- 92
NOTE- 22p.; For complete volume, see FL 023 890.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Journal Articles (080)
DESCRIPTORS- Comparative Analysis; Discourse Analysis; *English (Second Language); *Interlanguage; *Interpersonal Communication; Language Research; Linguistic Theory; Native Speakers; *Pragmatics; *Research Methodology; Second Language Learning; *Second Languages; Semantics

categories: communicating content and purpose, involving students, creating enthusiasm, and preparing exams. Helpful material is suggested for specific topics within these categories. Areas covered include stating course objectives, demonstrating the importance of subject matter, motivating students, presenting material in a clear and organized way, helping students develop higher levels of thinking, developing classroom discussion, using alternative teaching strategies, fitting teaching methods to instructional goals and student needs, improving feedback to students, communicating enthusiasm for the subject, stimulating students' intellectual and emotional response to the material, planning the course, improving testing, improving essay, oral and performance exam items, and improving objective exam items. (Contains 35 references.) (JPB)

ED 395 542 HE 029 196

Rasmussen, Jay; And Others
Generating More Light Than Heat: A Departmental Approach to Performance Assessment.
PUB DATE- 23 Mar 96
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; Elementary School Teachers; *Evaluation Methods; Higher Education; Performance Factors; Program Development; *Student Teacher Evaluation; *Student Teachers; *Teacher Education
IDENTIFIERS- North Central Bible College MN

This paper describes the development of an assessment method for elementary education students at North Central Bible College. The context in which performance assessment was introduced is discussed, and groundwork and planning of the assessment strategy, involving the education department as a whole, is described. The process of defining the essential knowledge, skills and dispositions of beginning elementary teachers is covered, and nine general instructional outcomes are presented. The evaluation, selection and definition of performance assessment methods is also described. An assessment design outline resulting from this evaluation is presented, which includes performance criteria, performance process, performance judgment, and performance feedback. Guidelines for writing assessments for students based on each section are provided. Workshops on performance assessment were conducted for faculty as a part of operationalizing the assessment project, and a program of workshops is listed. Preliminary outcomes of the partially implemented program of written assessments are presented, including outcomes for teachers and students. (JPB)

ED 395 543 HE 029 197

Sadovnik, Alan R.
Equity and Excellence in Higher Education: The Decline of a Liberal Educational Reform. American University Studies. Series XIV. Education Vol. 35.
PUB DATE- 94
NOTE- 297p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Descriptive (Program/Project Descriptions) (141)

on the desirability of residential schools including such issues as face-to-face interaction, costs of attendance, and optional residential schools. The third paper, "Computer Information Technology Survey for the School of Agriculture" (Gavin Ash), shows how the School of Agriculture at CSU conducted a survey of computer use as a basis for planning. The fourth paper, "Assessment Practices at CSU" (Peter Donnan), addresses the assessment of students and presents nine practical assessment strategies which are presently being used in a small number of subjects at CSU, but which may have applications in a much broader spectrum of courses. (AEF)

ED 395 562 IR 017 840

Branch, Robert C. Maribe
A Conceptual Paradigm for Developing Learner-Centred Spaces.
PUB DATE- Sep 95
NOTE- 13p.; Paper presented at the Learning Spaces Development in Southern Africa Conference (Durban, South Africa, September 27-29, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Active Learning; *Educational Environment; *Educational Facilities Design; *Educational Philosophy; *Epistemology; Lifelong Learning; Models; Theory Practice Relationship
IDENTIFIERS- Conceptual Frameworks; Empowerment; *Learner Centered Instruction; Situated Learning

A learner-centered approach is based on the need for educational environments which promote lifelong learning, enhance critical thinking, regard teachers and learners as both teachers and learners, and encourage personal empowerment. The conceptual paradigm suggested in this document is intended for learning-space creators interested in designs which move away from limiting, passive designs toward ones that facilitate active, multi-functional, inspirational, and situated educational experiences. Shifts in theory, philosophy, and epistemology are reflected differently according to variations in the: (1) learner; (2) content; (3) media; (4) teacher; (5) context; (6) time; and (7) space. (Contains 3 figures and 11 references.) (Author/BEW)

ED 395 563 IR 017 875

Yap, Kim O.
Distance Education in the Pacific Northwest: Program Benefits and Implementation Barriers.
PUB DATE- Apr 96
NOTE- 18p.; Paper presented at the Annual Conference of the American Educational Research Association (New York, NY, April 8-12, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Communications Satellites; *Distance Education; *Electronic Classrooms; Pacific Americans; Program Effectiveness; *Regional Programs; Resource Allocation; *School Surveys; Secondary Education; Telecommunications
IDENTIFIERS- *Barriers to Implementation; *Pacific Northwest; Star Schools; Teleclasses; Washington (Spokane)

children. The approach included a family literacy book club designed to encourage parents and children to read together and to improve parents' literacy skills, interests, and confidence to serve as educators of their children. Training and guided reading experiences were provided to parents, and workshops were provided to the school faculty to develop appropriate literacy understanding and teaching skills. The program was highly successful in creating a participatory model of adult basic education. A progress checklist showed changes in students' writing activities, reading abilities, and their uses of strategies in task applications. An analysis of interactional strategies indicated that parents became more responsive to their children in reading and provided information on labeling, scaffolding, and extending learning beyond the printed page. The program also introduced parents to children's literature and facilitated discussion and values clarification among the parents. Video segments demonstrating the parents' work with children's literature and sample workbook materials were developed. (Contains 72 references, and an annotated list of 12 children's books is appended.) (KC)

ED 395 107 CE 070 920

Family Science Activities for Adult Basic and Literacy Education.
SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg. Bureau of Adult Basic and Literacy Education.
PUB DATE- Aug 95
NOTE- 106p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Adult Students; Classroom Techniques; Demonstration Programs; Early Childhood Education; *Family Programs; Lesson Plans; *Literacy Education; *Parent Education; *Science Activities; Teaching Methods
IDENTIFIERS- 353 Project; Pennsylvania (Greene County); Pennsylvania (Washington County)

A staff development project created a series of family science activities to be used in adult basic and literacy education (ABLE) and family literacy programs and a training guide for staff and volunteers. The training guide provides background principles and concepts for science activities. The activities identify materials and indicate ways the activities can be incorporated into parent-child interactions. During the year-long project, project staff developed four family science packets centered around the themes of water, weather, magnets, and plants. Each packet contains 7-10 activities that were used by ABLE students and staff in Washington and Greene counties of Pennsylvania. The activities in each packet include the following: an exploratory problem, process skills to be used, concepts to be developed, materials provided, other materials needed, time needed for the activity, instructions, and extension activities. The packets were used with adult students and their young children. The parents who used the activities said the lessons gave them confidence to teach science to their children. The activities also helped to foster a scientific attitude in adult students and their children. (The final report contains six appendixes that contain the following: materials from the training sessions, an evaluation report, a sample survey, the training guide developed for the project, with lesson plans; lists of packet contents, and completed evaluations.) (Author/KC)

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Basic Education; Inservice Teacher Education; *Mathematics Instruction; Nontraditional Education; *Teacher Improvement; *Teacher Workshops; *Teaching Methods; Trainers
IDENTIFIERS- 353 Project; *Tic Tac Toe Math

This report describes a project that developed a "Train the Trainer" program that would enable individuals to learn and teach the alternative instructional technique, Tic Tac Toe Math, developed by Richard Cooper for adult basic education students. The pilot workshop conducted as part of the project identified problems that traditional teachers have in learning Tic Tac Toe Math. Solutions to the problems were incorporated into a "Train the Trainer" packet. This packet allowed trainers either to teach Tic Tac Toe Math to other teachers or conduct a workshop using the videotape of Cooper teaching the system. (YLB)

ED 395 127 CE 070 948

Weinberger, JoAnn
Transmission of Data through Technology. Final Report and Manual.
SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg. Bureau of Adult Basic and Literacy Education.
PUB DATE- 30 Jun 95
NOTE- 133p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adult Basic Education; Computer Peripherals; *Computer Uses in Education; *Databases; *Data Collection; *Information Dissemination; Management Information Systems; *State Programs; Statewide Planning
IDENTIFIERS- 353 Project; *Pennsylvania

A project was conducted to develop the methods, procedures, standards, and processes to enable adult basic and literacy education programs funded by the Pennsylvania Department of Education (PDE) Bureau of Adult Basic and Literacy Education (ABLE) to submit their student and staff data via computer disk. During the project, the Center for Literacy, in collaboration with ABLE, identified the data elements to be included that enable programs to meet PDE requirements and individual program needs. FoxPro software was used to develop a disk with directories of templates. A comprehensive manual that enables the program users ease of adoption and accurate submission of data was developed. As a result, all ABE programs funded by ABLE now have an option of submitting their data by disk. Submitting data via disk eliminates the burdensome completion of bubble forms and information can be monitored on a regular basis. (This packet includes run-time versions of templates of directories for the data required by ABLE for both DOS and Macintosh systems and the comprehensive manual containing all the documentation needed to use the application.) (Author/KC)

ED 395 128 CE 070 950

Understanding Your Lease (A Tenant's Resource Packet for

*Safety; Staff Development; Vocational Education; Waste Disposal; *Wastes
IDENTIFIERS- Incident Reporting; *Radioactive Wastes

This 12-section course is designed to explain the responsibilities of an incident commander at the scene of a Waste Isolation Pilot Plant (WIPP) transportation incident. It was created for the U.S. Department of Energy WIPP located near Carlsbad, New Mexico, which receives radioactive shipments. The course has two purposes: (1) to provide first responders with the necessary knowledge to respond safely; to protect themselves, the public, and the environment; and (2) to describe the function of the Incident Command System, the Radiological Assistance Team procedures, and the TRUPACT-II (Transuranic Package Container) recovery methods. Section 1 is an introduction that defines WIPP oversight and mission and identifies TRU (transuranic) defense waste generating and storage sites. Each of sections 2-11 consists of a list of enabling objectives and informational material. Topics include the following: introduction to radiation, waste acceptance, transportation regulations, package design, emergency response, first responder actions, contamination control (decontamination), incident command system, radiological assistance team operations, and TRUPACT-II recovery. Section 12 contains these sample forms and checklists: incident command system matrix, fire and hazardous materials worksheet, decision matrix, field report, hazardous materials incident evaluation, and resource list. Appendixes include a glossary and a list of acronyms and abbreviations appearing in the text. (YLB)

ED 395 146 CE 071 569

Introduction to the MAST Program. MAS-100. Waste Isolation Division (WID). Management and Supervisor Training (MAST) Program.
SPONS. AGENCY- Department of Energy, Washington, D.C.
PUB DATE- 96
NOTE- 56p.; For related modules, see CE 071 570-588.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Adult Education; Behavioral Objectives; Hazardous Materials; Job Skills; Learning Modules; *Management Development; Postsecondary Education; Program Descriptions; *Radiation; Staff Development; *Supervisory Training; Tests; Vocational Education; *Waste Disposal; Wastes
IDENTIFIERS- *Radioactive Wastes

This module is part of a set of management and supervisor training (MAST) materials developed by the Department of Energy for the Waste Isolation Division. Its stated purpose is to provide participants with knowledge and skills necessary to take full advantage of the MAST learning experience. The module contains program guidelines, sample documentation, base documents, and module descriptions. The first 12 sections cover these topics related to the MAST program: its purpose, its scope, document hierarchy, responsibility, program content, initial certification requirements, certification maintenance requirements, examinations, administrative review boards, and module format. Four references, a practice test, and answers and feedback for the practice test are provided. Appendixes include MAST certification card, MAST approval sheet, MAST module base documents, and MAST module descriptions. (YLB)

ED 395 147 CE 071 570

Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Adult Education; Behavioral Objectives; Case Studies; Coordination; Hazardous Materials; *Industrial Training; Learning Modules; *Management Development; Needs Assessment; Program Development; Role of Education; Staff Development; Supervisor Qualifications; Supervisory Methods; *Supervisory Training; *Training Methods; *Training Objectives; Transfer of Training; Vocational Education; *Waste Disposal
IDENTIFIERS- Informal Education; *Radioactive Wastes; Subcontracting

This learning module, which is part of a management and supervisor training program for managers and supervisors employed at the Department of Energy's Waste Isolation Division, is designed to help trainees understand basic plant and industry waste management activities and issues. The following topics are covered in the module's individual sections: the rationale for training (benefits of training, potential legal issues); training services (services provided by human resources development and total quality departments); formal and informal training (characteristics and appropriate uses of formal and informal training); steps in establishing formal training (determining training needs, requesting training, certifying and qualifying trainees, certifying instructors); potential benefits and limitations of training; vendor-supplied training; subcontractor training; training coordination; and transfer of training. Each section includes some or all of the following: enabling objectives, an exercise requiring trainees to evaluate a manager's effectiveness in a given scenario, and lists of good practices and practices to avoid. Contains eight references, a practice test, and test answers. (MN)

ED 395 166 CE 071 600

Analyzing Workforce Education. Monograph.
SPONS. AGENCY- Texas Higher Education Coordinating Board, Austin.
PUB DATE- 95
NOTE- 123p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Curriculum Development; *Educational Needs; Job Analysis; Job Skills; *Lesson Plans; *Literacy Education; On the Job Training; *Task Analysis; Teaching Methods; Two Year Colleges; *Workplace Literacy
IDENTIFIERS- Grayson County College TX; North Lake College TX

This monograph examines the issue of task analysis as used in workplace literacy programs, debating the need for it and how to perform it in a rapidly changing environment. Based on experiences of community colleges in Texas, the report analyzes ways that task analysis can be done and how to implement work force education programs more quickly. The first section of the report examines the efficacy of extensive task analysis; the second section proposes an alternative based on experience: creating a dynamic curriculum that is a circular process of determining and meeting needs. The third section explains how to estimate the cost of doing task analysis and creating and implementing workplace curriculum. In the fourth section, marketing and gaining company support are examined. This section is followed by a discussion of indicators of program quality and transfer of training in the following two sections. Sections seven and eight are case studies of training projects conducted by North Lake College and Grayson College in Texas. A potential college students include a guide for researching and writing a thesis in hospitality and tourism and a guide to college programs in these fields. (YLB)

ED 395 183 CE 071 640

Vilardofsky, Naomi E.
Learning about Distance Education.
PUB DATE- 6 May 96
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Adult Education; Annotated Bibliographies; *Computer Mediated Communication; Dictionaries; *Distance Education; Educational History; Guides; Higher Education; *Program Descriptions

This annotated bibliography lists print and electronic resources for learning about distance education. The print resources section lists 22 reference materials that are organized into these categories: three dictionaries and bibliographies; four sources on philosophical background and history; four sources of technical information; three sources of support services; five guides with descriptions of institutions that offer classes and programs through some form of distance education; and three journals containing useful articles on the topic. Each entry follows this format: author(s) or editor(s), title, publisher, date of publication, and annotation. The electronic resources section lists 12 World Wide Web and Listserv addresses that can be accessed for further information about distance education and distance education programs. (YLB)

ED 395 184 CE 071 648

Creating Partnerships. A Handbook for Educators.
PUB DATE- May 95
NOTE- 64p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Community Involvement; Corporate Support; Government School Relationship; *Institutional Cooperation; *Partnerships in Education; Postsecondary Education; Program Descriptions; Program Development; *Program Implementation; School Business Relationship; School Community Programs; School Community Relationship; Secondary Education; *Vocational Education

This handbook details a step-by-step process to establishing educational relationships or partnerships with business, labor, government, and community organizations. Worksheets are provided to help with this relationship-building process. Chapter 1 focuses on these areas: the why of a partnership, resources to support the effort, benefits for each partner, finding a partner, criteria for selection, approaching a prospective partner, and an agreement to form a partnership. Chapter 2 addresses these aspects of forming a partnership: assembling a planning team; defining expectations, roles, and responsibilities; building the relationship; defining purpose, direction, and accountability; and implementing partnership activities. Chapter 3 discusses the partnership evaluation--qualitative and quantitative. Chapter 4 lists activities to maintain the partnership. Chapter 5 outlines a number of

This document contains the materials for an electronics course that was developed by an ad hoc committee of women employed in electronics and employers and educators in the electronics field and that is targeted toward single parents, displaced homemakers, single pregnant women, and other women interested in pursuing nontraditional careers. The course materials, which are designed to prepare students to enter and be successful in one of Waukesha County (Wisconsin) Technical College's five electronics programs (electronics technology, telecommunications, electrical, electronic drafting and design, and electronics servicing and office equipment repair), include learning activities on the following topics: individual and team strength building; self- and career exploration focusing on expanding self-confidence and decision-making skills; developing mechanical and technical reasoning through pretechnical hands-on laboratory activities; and developing a final action plan for enrolling in school. The following materials are included in the document: course outcome statements (objectives/competencies); lesson plans containing objectives, list of topics discussed, teacher activities, student activities, and list of materials/references used in the lesson; assessment outline and materials; and student handouts. (MN)

ED 395 201 CE 071 721

Authentic Task Development Records Selected from Those Submitted by Participants at the Integrated and Applied Curricula Conferences (February 2-3 and 15-16, 1994).
SPONS. AGENCY- Wisconsin State Board of Vocational, Technical and Adult Education, Madison. Wisconsin Technical Coll. System.; Wisconsin State Dept. of Public Instruction, Madison.
PUB DATE- Feb 94
NOTE- 98p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Academic Education; Behavioral Objectives; Communication Skills; Critical Thinking; Data Analysis; Decision Making; Integrated Curriculum; *Interdisciplinary Approach; *Learning Activities; *Performance Based Assessment; Problem Solving; Records (Forms); *Statewide Planning; Teacher Workshops; Teamwork; Thinking Skills; Transfer of Training; *Vocational Education
IDENTIFIERS- *Authentic Assessment; *Wisconsin

This document contains 88 authentic task development records that were selected from those developed by teams of secondary and postsecondary teachers at a conference to familiarize educators with Wisconsin's new performance-based assessment system. Presented first is an annotated list of the 17 Wisconsin Learner Outcomes that served as the foundation for Wisconsin's performance-based assessment system and for the task records presented. The remainder of the document is devoted to the task records, of which 34 were developed by discipline-specific teams and 54 were developed by interdisciplinary teams. Each record has the following components: learner outcome addressed, primary enablers, task, evaluation, desirable task characteristics, estimated time required, and name of preparer. Among the objectives of the tasks described in the task records are the following: revise products/performances/systems/ideas in response to relevant information; make informed decisions by

Training" (Charles R. Hopkins, Roy Lundin, Rod Gerber); "The Computer Ability Scale: A Replication and Extension Involving College Computer Literacy Students" (Brian N. Smith, James R. Necessary); and "A Descriptive and Interpretive Study: The Intellectual Development of Adults" (Barbara A. Wilson). (KC)

ED 395 219 CG 026 445

Holmes, Toby J.
Occupational Sex-Role Stereotyping in Secondary Students.
PUB DATE- 92
NOTE- 107p.; M.S. Thesis, Fort Hays State University.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adolescents; Career Choice; *Family Influence; Females; Males; *Occupational Aspiration; Secondary Education; *Secondary School Students; *Sex Bias; Sex Differences; Sex Role; *Sex Stereotypes; Vocational Interests
IDENTIFIERS- Occupational Segregation; *Occupational Stereotypes

Sex-role stereotypes have been defined as the constellation of psychological traits that characterize one sex more than another. This thesis investigates the role of eight independent variables--gender, classification of student, socioeconomic status of the parents, mother's employment outside the home, family structure, parental education level, size of school, and nationality of student--in sex-role stereotyping among students. Two instruments, a demographic sheet and the Occupational sex-role stereotyping sheet, were used. The sample of 170 secondary students (80 males, 90 females) was used to make 24 comparisons. Results supported the following generalizations: (1) Male secondary school students have greater occupational sex-role stereotyping than female students; (2) The independent variables mother's employment outside the home and socioeconomic status of the parents should be examined concurrently with occupational sex-role stereotyping; and (3) The independent variables size of school and classification of student should also be examined concurrently with occupational sex-role stereotyping. Findings support studies that show boys as being more aware of sex roles than girls, as well as reports that males record higher mean sex-role stereotyping scores than females. Contains 37 references. Five appendices contain two survey instruments, an instruction sheet, and two letters regarding permission. (RJM)

ED 395 220 CG 026 713

Contract with America's Youth: Toward a National Youth Development Agenda.
PUB DATE- 95
NOTE- 64p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020),Opinions/Personal Viewpoints/Position Papers/Essays (120),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Community Programs; Educational Environment; Elementary Secondary Education; *Outreach Programs; Program Development; Program Proposals; *School Community Programs; *School Community Relationship; Student School Relationship; Youth Opportunities; Youth Problems; *Youth Programs

The goal in this collection of 22 essays is to consider youth mental health centers and medical contexts to schools and forensic applications. Furthermore, an exhaustive number of citations of the CBCL can be found in the research literature. These 1990's uses of the CBCL most probably do not coincide with the original intent or purpose of the CBCL. Additionally, the composition of the normative sample presents particular difficulties for establishing validity across different groups. Thus given the broad usage of the CBCL combined with potential validity biases, it is the purpose of this study to review the literature regarding the validity of CBCL. This review examines the original purpose of the test, the normative sample, and test development from the purview of content, concurrent, predictive, and construct validity. A call is made for additional research so as to facilitate practitioners' and researchers' understanding of the nature of the CBCL in regards to a given use on a specific population. (Contains 43 references.) (Author/TS)

ED 395 239 CG 026 984

Collison, Brooke B., Ed.; Garfield, Nancy J., Ed.
Careers in Counseling and Human Services. Second Edition.
PUB DATE- 96
NOTE- 169p.; Revision of ED 325 755.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Books (010),Collected Works - General (020),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Accreditation (Institutions); Allied Health Occupations; Career Education; *Career Exploration; Certification; *Counseling; Higher Education; *Human Services; Professional Associations; Professional Occupations

Providing information needed to make choices about different occupations in counseling and human services, this book enables examination of personal strengths and weaknesses within the fields. The opening chapters examine professional and personal issues to be considered in making career choices. Next are presented examples of counseling and human services careers in seven different work settings: (1) schools; (2) higher education; (3) business and industry; (4) private practice; (5) federal and state agencies; (6) health care facilities; and (7) residential treatment and community-based support programs. Each setting is described by professionals in the area, with current salary information. Information is provided about licensure, certification, program accreditation, and the next steps for further career decision-making. Appendixes contain current names and addresses of 63 professional associations, organizations, and licensing bodies related to the counseling and human services professions; and lists 168 occupational titles used throughout the book. (Contains 43 references.) (TS)

ED 395 240 CG 026 985

Mack, Delores E.; And Others
Inter-Ethnic Relations on Campus: Can't We All Get Along?
PUB DATE- 15 Aug 95
NOTE- 28p.; Paper presented at the Annual Meeting of the American Psychological Association (103rd, New York, NY, August 11-15, 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Cross Cultural Studies; *Cultural

comparison to others and racial identity. Data was drawn from an eight-page questionnaire completed by 152 girls who participated in YWCA summer programs in various parts of the United States. Findings indicate that low body image was associated with several factors. Many factors concerned weight and included: (1) weight for height; (2) perceived weight; (3) worry about weight; (4) talking about weight; and (5) attempting to lose weight. Other factors associated with negative body image included comparison of appearance to that of others, teasing, wanting to be attractive to boys, negative comments, and lower levels of participation in organized sports. Girls with high body image were less preoccupied with and less worried about their weight, less likely to compare their appearance to that of others, and less likely to report wanting to be attractive to boys. Perceptions of their weight were similar for black and whites girls; however, black girls were more likely to consider themselves attractive, to like the way they looked, and to feel their bodies were competent and capable. Contains 14 references; 9 tables present data and statistical analysis. (TS)

ED 395 259   CG 027 083

Chroni, Stiliani; And Others
Gender Bias and Children's Perceptions of the 1996 Olympic Games Pictograms.
PUB DATE- 96
NOTE- 5p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Journal Articles (080)
DESCRIPTORS- Athletics; Cultural Context; Cultural Influences; Elementary Education; Olympic Games; *Sex Bias; *Sex Role; *Sex Stereotypes; *Sexual Identity; Social Bias; Stereotypes
IDENTIFIERS- *Olympiad (The); *Pictograms

The Atlanta Committee for the 1996 Olympic Games (ACOG) has introduced official pictograms for the 1996 Centennial Olympic Games. These black-on-white silhouettes of 31 athletic events were purported to represent both women and men performers. In order to test that assertion, a study was conducted to determine if the Olympic pictograms were perceived to be gender neutral or gender biased by overrepresentation of male figures to symbolize athletic events. It was hypothesized that if the proposed pictograms were gender neutral in content and form, then children would be just as likely to identify the figures as either men or women; and, conversely, if the children perceived the pictograms as predominately male figures, then it would suggest that women are being left out of the images proposed by ACOG. A questionnaire packet was developed in order to investigate how children (n=779) from third through seventh grades perceived the gender of the athletes depicted in the ACOG pictograms. Each packet contained the 31 pictograms, one pictogram per page, randomly ordered. Each child was asked to circle a choice that completed an unfinished statement that appeared below each figure to elicit the child's perception of the gender of each pictogram. The fact that 33% of the children in this study interpreted the purportedly universal figures as "definitely a man," particularly in coed events, strongly suggests the proposed pictograms are culturally biased. (TS)

ED 395 260   CG 027 084

Puner, Linda Pollard

find the measures of center, mean and median, not readily identifiable from the graph. Findings revealed that the manner in which questions were posed could influence the categorization of student responses, as could the visual features of the graphs, and that the students' interpretation of the word typical may not be viewed as intended. Further research is suggested to look at both visual and wording effects more systematically. (Includes 6 figures of data and 26 references.) (CR)

ED 395 278 CS 012 439

Howell, Karen L.; Kardash, CarolAnne M.
Reading Processing Strategies Employed To Comprehend Text Both Consistent and Inconsistent with Subjects' Prior Beliefs.
PUB DATE- Apr 96
NOTE- 9p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Acquired Immune Deficiency Syndrome; Attitude Measures; *Attitudes; *Beliefs; *Critical Reading; Higher Education; *Reading Comprehension; Reading Research; Recall (Psychology); Student Surveys; Undergraduate Students
IDENTIFIERS- *Evidence

A study examined how beliefs and attitudes influence the processing of information: people tend to distort contradictory information to make it consistent with their pre-existing beliefs and attitudes and to use it to bolster their initially held convictions. The study addressed the degree to which people believed that HIV causes AIDS. Subjects, 27 female and 13 male undergraduate students in an educational psychology course, rated the degree to which they agreed with the statement, "HIV causes AIDS," using a 9-point Likert type scale. Of the 40 subjects, 28 believed that HIV causes AIDS. Subsequent data analyses were based only on responses of these 28 subjects. Tape-recorded responses to text, as they read it aloud, from the 28 students were transcribed verbatim. Twenty-four hours after reading the text, subjects were asked to complete a test of free recall of information presented in the text. Results indicated that subjects employed strategies that helped to develop intrasentential ties significantly more on the paragraphs that contained information at odds with their existing beliefs than they did on paragraphs that presented information consistent with those beliefs. Findings revealed that the students tended to accept "confirming" evidence at face value while subjecting "disconfirming" evidence to harsher judgment. (Includes 2 tables of data; contains 10 references.) (CR)

ED 395 279 CS 012 443

Gambrell, Linda B.; And Others
Elementary Students' Motivation to Read. Reading Research Report No. 52.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 96
NOTE- 58p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.

IDENTIFIERS- Cognitive Research; *Self Monitoring

A study examined whether the need for feedback varied with students' metacognitive knowledge monitoring abilities. Subjects were 59 fifth-grade students--35 females and 24 males. Students were given a list of 25 words with instructions to check off whether they knew or did not know each of the words; a multiple choice vocabulary test containing the same words was administered. Then a reading test was given, with the answers printed on the page and covered by a tab. Subjects were tested individually, and the number of times they lifted the tab to check the correct answer was recorded. To determine the discrepancy between students' estimated word knowledge and their performance on the vocabulary test, four knowledge monitoring assessment (KMA) scores were computed and correlated to the number of times feedback was sought. Results indicated that the students who had accurate knowledge monitoring abilities sought less external feedback than their less accurate peers. Findings also suggest that the KMA may be useful in other research relating knowledge monitoring in the classroom. (Contains 1 table of data and 11 references.) (CR)

ED 395 300 CS 012 469

Dugan, JoAnn; Bean, Rita M.
Can I Say What I Think? A Case Study of At-Risk Readers Making Meaning during Transactional Literature Discussions.
PUB DATE- 11 Apr 96
NOTE- 35p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12, 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cooperative Learning; *Discussion (Teaching Technique); Grade 5; Group Discussion; High Risk Students; Intermediate Grades; *Reader Response; Reading Comprehension; *Reading Difficulties; Reading Research; *Reading Strategies; Student Reaction; Teacher Participation
IDENTIFIERS- *Response to Literature; *Scaffolding; Transactional Strategies Instruction

A study examined how at-risk readers constructed meaning while reading, writing about, and discussing a full-length novel during Transactional Literature Discussions (TLD). Subjects were six fifth-grade students, four males and two females. Students chose the novel and participated in 15 group sessions of 45 minutes over 8 weeks. Scaffolded instruction was used to encourage student response and joint construction of meaning through discussion. Data consisted of audio and video tapes of the sessions; written responses to the story; and pre- and post-think alouds, writing samples, and informal reading inventories. Results by discourse analysis indicated that the interaction and dialogue about the story was collaborative, reflected a sense of inquiry, showed that students assumed responsibility for their reading and writing, used meaning-making strategies, and, further that the teacher used modeling, instructing, questioning, feeding back, and contingency managing to assist student performance. Findings revealed that individual student responses varied widely in quality and frequency. Envisioning possibilities and understanding characters were predominant responses. The quality of the talk sessions was more sophisticated when the teacher participated with the students. Student performance improved on post-think alouds; four students made gains of one or more grade levels in process. Evaluation conferences were held between teacher and student, student and a peer, or in a small writing group, and a checklist was reviewed. Results indicated that 68% of the subjects demonstrated improvement in narrative writing. However, findings revealed that only 55% parental participation in the conferences was achieved. (Contains 20 figures of data and 21 references. Appendixes include a teacher survey, a parent survey, a checklist, and a rubric.) (Author/CR)

ED 395 319 CS 215 300

Miritello, Mary
Teaching Writing to Adults: Examining Assumptions and Revising Expectations for Adult Learners in the Writing Class.
PUB DATE- Mar 96
NOTE- 5p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Journal Articles (080)
DESCRIPTORS- Adult Learning; *Adult Students; Higher Education; Lifelong Learning; *Nontraditional Students; *Reentry Students; Teaching Methods; Writing Across the Curriculum; *Writing Apprehension; *Writing Attitudes; *Writing Instruction; Writing Laboratories
IDENTIFIERS- Academic Discourse; *Writing Development

Traditionally, teachers of writing have considered it their challenge to prepare students for the workplace. But in growing numbers, students are entering classrooms from the workplace. New trends in the way Americans define themselves as workers and life-long learners call for a redefinition of the role of writing in the academic world. Some creative solutions can help teachers address the sensitive issues of writing anxiety in returning adult students, who are confident on the job but uneasy with academic writing after being away from the classroom setting for a number of years. Being overwhelmed with first writing assignments is common to all students, but because they feel isolated, returning students may not realize this. A solution is to create a Saturday afternoon student forum where they may talk with other students as well as with administration and faculty. Another example is the creation of a writing center as a permanent place offering ongoing help on an individualized basis for adult students. Paths for dialogue among faculty of all disciplines should be explored to face the challenge of the shared issue of teaching the returning student. (CR)

ED 395 320 CS 215 301

Goldstein, Arnold A.; Carr, Peggy G.
Can Students Benefit from Process Writing?
PUB DATE- Apr 96
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Collected Works - Serials (022)
DESCRIPTORS- Elementary Secondary Education; Grade 4; Grade 8; Grade 12; Instructional Effectiveness; Teacher Behavior; *Writing Achievement; Writing Improvement; *Writing Processes; Writing Research; *Writing Strategies
IDENTIFIERS- National Assessment of Educational Progress; *Process Approach (Writing); *Writing Development

This edition of "NAEPfacts" discusses the frequency with which of language feature and gender were found to be moderator variables. Findings suggest that: (1) since men are using more powerful language than women, men are also being perceived as more credible than women; and (2) powerful language is a skill that can be taught. Almost all of the participants in this review were university students--generally the classic 18-22-year-old group. It is possible that in other environments the effects would be more significant; in more "real-world" investigations, men would speak even more powerfully and women would speak even more "powerless-ly." Future research should focus on type of language feature, message elicitation, the dynamics of interaction, and naturally occurring language. Contains 1 table of data and 53 references. (Author/RS)

ED 395 340   CS 509 249

Morris, Betty Zane
Fostering Students' Scholarship and Professional Growth--"A New Slant on Internships: Special Projects."
PUB DATE- Nov 95
NOTE- 12p.; Paper presented at the Annual Meeting of the Speech Communication Association (81st, San Antonio, TX, November 18-21, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Objectives; Higher Education; *Internship Programs; Practicum Supervision; Professional Development; *Speech Communication; *Student Evaluation; *Student Experience; *Student Projects; Teacher Student Relationship
IDENTIFIERS- *Shorter College GA

Communications internship requirements at Shorter College in Georgia probably do not differ significantly from those of other colleges, with the exception of one component, the special project. The objectives and procedures of the special project are clearly outlined in the Student Internship Guidelines drawn up by the department. Deciding the nature of the project and writing the prospectus are usually the most difficult aspects of the special project. It is essential to have a clear understanding between the student and the supervisor about the goals for the project and the terms of its evaluation. The department established the following guidelines or objectives for setting up the project: (1) identifying the need; (2) establishing goals and objectives; (3) providing a rationale; (4) identifying and securing resources; (5) determining a plan of action; (6) preparing a timeline; (7) preparing a budget; (8) submitting of a final product; (9) and developing a concrete assessment instrument. In a final paper students are asked to reflect on the project from its beginning to its completion, examining it in terms of its adherence to a timetable and resources used. Student and supervisor comments written in the Special Project reports are usually very favorable toward the experience and reflect some of the learning that has taken place. Excerpts from these comments illustrate both student and supervisor exuberance for the special project. (Attachment contains explanatory material about "special projects.") (TB)

ED 395 341   CS 509 251

Richardson, Dana

Classroom situations) (055)
DESCRIPTORS- Elementary Secondary Education; *Home Schooling; Independent Study; Nontraditional Education; *Parents as Teachers; Parent Student Relationship

This book argues that the American school system is based on a false definition of education that leads to false goals. It explains the need for home schooling and describes the changes that must occur in child-rearing practices in order to shore up America's moral and spiritual fiber. Sixteen chapters are based on the notion that education is an art instead of a business. The chapters offer suggestions for examining priorities, getting started, and creating a family personal education philosophy. The book debunks five myths about family-centered education and describes the benefits to parents, children, and the community. Appendices contain a list of home-school "alumni," notes, and a list of resources. An index is included. (LMI)

ED 395 360 EA 027 544

White, John
Education and the Good Life: Autonomy, Altruism, and the National Curriculum. Advances in Contemporary Educational Thought, Volume 7.
PUB DATE- 91
NOTE- 190p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Altruism; *British National Curriculum; Democracy; *Educational Objectives; Elementary Secondary Education; *Ethical Instruction; Foreign Countries; *Moral Values; National Curriculum; Personal Autonomy

This book examines the question of ideal educational aims in a democratic society. Using the 1988 National Curriculum mandated for English and Welsh schools as a concrete point of departure, the book calls attention to: the high degree of specificity of the large list of objectives and attainment targets; the massive structure built for the assessment of their achievement; and the lack of discussion and elaboration regarding the aims of the whole enterprise. The book argues that students should have a richer sense of what education in a democratic society is all about and offers three aims of education--personal autonomy, morality, and personal well-being. To teach morality in the schools, stakeholders must put aside the question of whose morality is being taught and substitute the teaching of altruism, or dispositions attentive to the well-being of others. The book also offers a critique of the knowledge-centered tradition of curriculum thinking and goal setting. It ends with a discussion of the arts as "an indispensable element in the good life." An index is included. (Contains 112 references.) (LMI)

ED 395 361 EA 027 545

Vandenberg, Donald
Education as a Human Right. A Theory of Curriculum and Pedagogy. Advances in Contemporary Educational Thought, Volume 6.
PUB DATE- 90
NOTE- 271p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Administrator Education; Educational Administration; *Leadership; Leadership Training; Legal Education (Professions); Medical Education; Models; *Orientation; Professional Education; *Professional Training; Religious Education; *Socialization

This paper explores three models of professional development--from medicine, law, and the Catholic priesthood--to assess the extent to which these approaches may improve the ways in which aspiring school administrators are prepared for their new positions. The review is based on an examination of research and literature in three areas: the needs of beginning principals; the nature of ongoing professional development for school administrators; and the preparation and inservice support available to physicians, attorneys, and Catholic priests. The paper concludes that the medical model (particularly, its internship program) and the legal model both adequately provide their students with technical skills, practical training, and socialization skills. However, preparation for the priesthood best addressed the development of self-awareness in its novices, particularly through mentoring relationships. The spiritual advisor, or mentor, is expected to help the future priest engage in ongoing and thoughtful review of personal values, ethical stances, moral frameworks, and personal commitment to religious and community life. Including a similar process in educational leadership preparation might be useful in helping beginning administrators come to terms with personal values and beliefs about their role. (Contains 17 references.) (LMI)

ED 395 380   EA 027 569

Creemers, Bert P. M.; And Others
The International School Effectiveness Research Project Quantitative and Class Study Data, 1992-1994.
PUB DATE- 96
NOTE- 27p.; For related paper see ED 376 206.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Analysis of Variance; *Effective Schools Research; Elementary Secondary Education; Ethnic Groups; Foreign Countries; Instructional Effectiveness; International Education; Mathematics Achievement; *Outcomes of Education; *School Effectiveness; Socioeconomic Status

This paper presents findings of a study, conducted by the International School Effectiveness Research Programme (ISERP), that examined school effectiveness in Australia, Canada, Hong Kong, Ireland, The Netherlands, Norway, Taiwan, the United Kingdom, and the United States. Data were analyzed at several levels: (1) at the individual level (student background, ability, and achievement); (2) at the classroom level (teacher behavior, curriculum, and class organization); (3) at the school level (organization, curriculum, and resources); and (4) at the contextual level. The study compared mathematics achievement as an outcome measure and, rather than looking at the differences among countries, looked at the differences among schools within countries. First-year results of the study indicate that students from Taiwan and Hong Kong mathematically outperformed students from other countries for which comparisons could be made (with the exception of Norway, where formal schooling starts 1 year later). Students' background variables, such as socioeconomic status, intelligence, and

EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Accountability; *Compliance (Legal); *Educational Finance; Elementary Secondary Education; Federal Government; Federal Legislation; Federal Regulation; *Financial Audits; Financial Policy; Higher Education; Loan Repayment; *Money Management; Resource Allocation; *Student Loan Programs

This document contains a semiannual report on the activities of the Department of Education's Office of Inspector General (OIG) for the 6-month period ending March 31, 1996. It highlights the Office's significant accomplishments and activities, including: (1) a series of audit reports to aid reauthorization of the Rehabilitation Act; (2) cooperation with other Education Department offices to reauthorize the Elementary and Secondary Education Act; (3) cooperative audit resolutions; (4) other cooperative efforts with the audit and education communities; (5) audit quality issues: settlement in nonfederal audit suit; (6) examples of OIG effectiveness in postsecondary education; (7) financial statement audits; (8) asset forfeiture; and (9) initiatives conducted at Congressional request. Three abstracts highlight significant audits and audit-related activities, significant prosecutive actions resulting from OIG investigations, and initiatives conducted in response to Congressional requests. A table lists P.L. 95-452 reporting requirements. A glossary of abbreviations and the following six statistical tables are included: (1) recommendations described in previous "Semiannual Reports" on which corrective action has not been completed; (2) Department of Education (ED)/OIG reports on education department programs and activities (October 1, 1995-March 31, 1996); (3) Inspector General issued reports with questioned costs; (4) Inspector General issued reports with recommendations for better use of funds; (5) Unresolved reports issues prior to October 1, 1995; and (6) Statistical summary, October 1, 1995-March 31, 1996). (LMI)

ED 395 399 EC 304 790

Tannen, Naomi
Families at the Center of the Development of a System of Care.
SPONS. AGENCY- Administration for Children, Youth, and Families (DHHS), Washington, D.C.; Health Resources and Services Administration (DHHS/PHS), Washington, DC. Maternal and Child Health Bureau.; Substance Abuse and Mental Health Services Administration (DHHS/PHS), Rockville, MD. Center for Mental Health Services.
PUB DATE- Apr 96
NOTE- 140p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adolescents; Advocacy; *Agency Cooperation; Children; Community Programs; Crisis Intervention; *Delivery Systems; *Emotional Disturbances; *Family Involvement; Family Needs; Family Programs; Individualized Family Service Plans; *Mental Health Programs; Needs Assessment; Outreach Programs; Program Development; Respite Care; Rural Environment

This monograph describes Families First, a family-designed system of mental health care for children in Essex County, New York. Philosophical principles of family-driven service delivery are outlined and illustrated with comments from participants. The planning that went into developing the Families First program is described, including initial outreach and funding,

(141)
DESCRIPTORS- *Deaf Blind; Elementary Secondary Education; Friendship; Inclusive Schools; Interaction; *Interpersonal Relationship; *Intervention; *Peer Relationship; *Social Integration; *Social Networks; Teaching Methods
IDENTIFIERS- New York (New York); New York City Board of Education

This final report describes the activities and accomplishments of a 3-year project in New York City on the formation and maintenance of social relationships and social networks of children and adolescents with deaf-blindness. Research activities attempted to: (1) identify patterns of social interaction and social networks across educational environments which had varying degrees of integration or inclusive programs; (2) monitor the development of social relationships across natural environments; (3) document effective interventions and supports which promoted social exchange between students with deaf-blindness and their peers; and (4) increase social opportunities within the schools and communities for children and adolescents with deaf-blindness and their families. Project activities focused on increasing awareness about the social and communication skills of students with deaf-blindness and promoting opportunities for social interaction at school, at home, and in the community. The project provided direct services to 10 students with deaf-blindness, their peers, families, and educators. The report describes the project's theoretical and conceptual framework, methods and procedures, interventions, general results, and dissemination. An appendix summarizes classroom techniques for working with these students. (Contains a bibliography of about 100 references.) (DB)

ED 395 417 EC 304 811

Feil, Edward G.; And Others
Proactive Screening for Young Children with Behavioral Problems: The Early Screening Project (ESP).
PUB DATE- Apr 96
NOTE- 7p.; Paper presented at the Annual International Convention of the Council for Exceptional Children (74th, Orlando, FL, April 1-5, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Behavior Patterns; *Behavior Problems; *Behavior Rating Scales; Check Lists; *Disability Identification; *Early Identification; Interpersonal Competence; Measures (Individuals); Preschool Children; Preschool Education; *Screening Tests; Student Adjustment; Student Evaluation; Test Reliability; Test Validity

This paper describes the Early Screening Project (ESP), a system to identify behavior problems among preschool children ages 3 to 5. The ESP is a three-stage, multiple-gating set of procedures which assesses both the frequency and intensity of adjustment problems. In Stage 1, teachers rank students on externalizing and internalizing behavior dimensions, focusing on the five children in their classroom who best exemplify either externalizing or internalizing behaviors. In Stage 2, teachers complete a behavior checklist evaluating critical events, aggressive behavior, social interaction, adaptive behavior, and maladaptive behavior. During Stage 3, the child's social behavior is observed in the classroom and on the playground. A parent questionnaire provides additional input on the child's ability to play with other children, get along with

Socioeconomic Status; Special Schools; Student Characteristics
IDENTIFIERS- *Italy (Rome)

This paper reports findings concerning the identification of gifted and talented students from low socioeconomic groups, based on research at a Catholic school for gifted students in Rome, Italy. It reports that social and cultural family disadvantage, lack of education, and poor nutrition decrease IQ scores by 15 to 20 points. The category of "potential gifted" is proposed for children who were considered to be talented in their own environment but did not meet objective criteria. The program at the school is briefly described, and ongoing research with 56 students who attended the school from 1946 through 1968 and 174 college-age students admitted from 1983 to 1989 is noted. Data comparing gifted students and potential gifted students found no significant differences between the two groups on such variables as type of hometown, type of high school, and grades. (Contains 10 references.) (DB)

ED 395 436 EC 304 831

Barnes, Stacie B.
Promoting Motor Skill Development through the MOVE Curriculum.
PUB DATE- Apr 96
NOTE- 15p.; Paper presented at the Annual International Convention of the Council for Exceptional Children (74th, Orlando, FL, April 1-5, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Child Development; *Curriculum Development; Early Childhood Education; Elementary Secondary Education; *Interpersonal Competence; *Motor Development; *Movement Education; Perceptual Motor Learning; *Physical Disabilities; *Physical Mobility; Psychomotor Skills; Research Needs; Severe Disabilities; Skill Development; Social Behavior

This research proposal reviews the literature on the development of mobility skills in students with severe physical disabilities and proposes a single-subject study, using a multiple baseline across subjects design, to evaluate effects of the Mobility Opportunities Via Education (MOVE) Curriculum on the mobility skills of sitting, standing, and walking and on social interactions of subjects. The literature review examines the relationship between motor development and cognitive development, the role of the environment, the "zone of proximal development" and motor development, and the interventions of structured guidance and sensory stimulation. The need for evaluating the effect of the MOVE Curriculum on the development of functional mobility skills is explained. The proposed study would involve provision of training in the MOVE Curriculum to teachers that serve students with severe physical disabilities, selection of four to five such students, definition of functional mobility for each child, application of the curriculum, and evaluation. (Contains 12 references.) (DB)

ED 395 437 EC 304 832

Nebraska Special Education Statistical Report, 1994-95. SESIS Information.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- 95
NOTE- 126p.

Darnall, Cliff; And Others
Computer-Assisted Language Learning for Japanese on the Macintosh: An Update of What's Available.
PUB DATE- 19 Nov 95
NOTE- 40p.; Paper presented at the Annual Meeting of the American Council on the Teaching of Foreign Languages (Anaheim, CA, November 18-20, 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Computer Assisted Instruction; *Courseware; Integrated Learning Systems; *Japanese; Oral Language; *Programmed Instructional Materials; Reading Skills; *Second Language Learning; Writing Skills
IDENTIFIERS- *Apple Macintosh

This paper outlines a presentation on available Macintosh computer software for learning Japanese. The software systems described are categorized by their emphasis on speaking, writing, or reading, with a special section on software for young learners. Software that emphasizes spoken language includes "Berlitz for Business Japanese," "CORE-NE Japanese," "Dynamic Japanese," and "Learn to Speak Japanese." For the study of written Japanese, recommendations include "Blackbelt Japanese," "Fundamental Japanese," "Kana," "Kanalab," "Kanji Exercises," "KanjiCard," "KanjiWorks Advanced Version," "MacSunrise Script 2000," "Spectra Kanji," and "World Geography." Reading-oriented programs include "AutoGloss/J," "CATERS," "MacJDic," "Mikan," and "Understanding Written Japanese." Two programs are recommended for younger readers: "All-in-One Language Fun!" and "Just Grandma and Me." Each listing offers system requirements, price, and a 1-page review of the program. Addresses for software developers and suppliers are appended. (NAV)

ED 395 456 FL 023 765

Allameh, Joy; And Others
Interactive Exchanges: American and International Students at an IEP.
PUB DATE- 29 Mar 96
NOTE- 22p.; Paper presented at Teacher of English to Speakers of Other Languages (Chicago, IL, March 26-30, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Cultural Exchange; *English (Second Language); Exchange Programs; Folk Culture; *Foreign Students; Group Dynamics; Higher Education; High School Students; *Intercultural Communication; Interpersonal Relationship; North American Culture; Peer Groups; Program Descriptions; Second Language Learning; *Social Integration
IDENTIFIERS- *Eastern Kentucky University

This paper describes an interactive exchange program used at Eastern Kentucky University that involves face-to-face interaction between international, non-native English speakers and native English speakers in (1) social work classes at the university, (2) a nursing home, (3) an alternative school, and (4) a local high school. In the social work classes, foreign students were very comfortable and there was considerable interaction among the two groups of students. In the nursing home visits, some international students increased their fluency by speaking with the senior citizens. Class discussions

Engithidong Xugixudhoy: Their Stories of Long Ago. Told in Deg Hit'an Athabaskan by Belle Deacon of Anvik.
PUB DATE- 87
NOTE- 131p.; "Recorded by Karen McPherson and James Kari. Transcribed and edited by James Kari. Translated by Belle Deacon and James Kari...Illustrated by Cindy Davis. Foreword by Donna MacAlpine. Preface by James Kari."
LANGUAGE- English; Ingalik
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020),Books (010),Books (010)
DESCRIPTORS- *Alaska Natives; *Athapascan Languages; Beliefs; Biographies; *Folk Culture; Oral History; *Oral Tradition; Regional Dialects; Sociocultural Patterns; *Tales; Uncommonly Taught Languages
IDENTIFIERS- Ingalik

Nine stories, told by a woman of the Lower Yukon Valley (Alaska), are presented here in Deg Hit'an Athabaskan on the left page and in English translation on the right page. The storyteller's English version of five of the stories is also included. Introductory sections contain a biography of Belle Deacon and notes on the gathering, transcription, and translation of the stories. Stories include: "The People's Stories"; "The Man and Wife" ("The Old Man Who Came Down from Above the Second Layer of This World"); "Polar Bear"; "Two Girls Who Lived There" ("Two Girls and Crow Man"); "Two Cousins Shooting Arrows"; "The Old Woman Who Lived Alone"; "Hawk Owl Story"; "Spruce Grouse and Mink"; and "The Old Woman Who Killed Herself Because of the Fox." Several photographs and drawings are included. (MSE)

ED 395 477 FL 023 809

Kari, James, Ed.
Tatl'ahwt'aenn Nenn' = The Headwaters People's Country. Narratives of the Upper Ahtna Athabaskans.
PUB DATE- 86
NOTE- 228p.; "Translated by Katie John and James Kari."
LANGUAGE- English; Ahtna
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020),Books (010),Books (010)
DESCRIPTORS- *Alaska Natives; American Indian Languages; Athapascan Languages; *Folk Culture; *Land Settlement; Land Use; Language Patterns; Maps; *Oral History; Oral Tradition; Photographs; Regional Dialects; Sociocultural Patterns; *Tales; Uncommonly Taught Languages
IDENTIFIERS- Ahtna; Alaska

The collection of 21 narratives of the Tatl'ahwt'aenn (Upper Ahtna, or Headwaters People) of Alaska focuses on stories about historical events and traditional territory. The stories are told by six elders in Upper Ahtna, one of four dialects of Ahtna, an Athabaskan language. An introductory section offers background information on the population, its history, and the stories. The stories are divided into two sections: stories of Upper Ahtna history and culture, and stories of Upper Ahtna territory and land use. Each section contains an introduction and cultural and linguistic notes as well as the texts. Each text is prefaced by notes on the storyteller and/or the context of the tale, and includes a line-by-line English translation. Maps and photographs illustrate the texts. Contains 46 references. (MSE)

ED 395 478 FL 023 810

Krauss, Michael E., Ed.
In Honor of Eyak: The Art of Anna Nelson Harry.

IDENTIFIERS- *Alternative Assessment; ERIC Digests

This digest provides examples of measures well suited for assessing English-as-a-Second-Language (ESL) students. Alternative assessment is particularly useful with ESL students because it asks students to show what they can integrate and produce, not simply recall and reproduce. Alternative assessment includes varied measures adaptable for different situations. Nonverbal assessment strategies include physical demonstrations and pictorial products expressing academic concepts or content knowledge without speech or writing. K-W-L (what I know/what I want to know/what I've learned) charts are used, both individually or as a class exercise, to begin and end a unit of study, particularly in social studies and science. Before the unit, the strategy helps teachers understand students' background knowledge and interests; afterward, it helps assess content material learned. Oral performance-based assessments include such activities as interviews, oral reports, role-plays, describing, explaining, summarizing, retelling, and paraphrasing stories or text material. Other oral and written products useful for assessing ESL students' progress are content area thinking and learning logs, reading response logs, structured and creative writing assignments, dialogue journals, and student-produced audio or video cassettes. Portfolios are used to collect samples of student work over time to track student development. (MSE)

ED 395 501 FL 023 834

Stansfield, Charles W.; Kenyon, Dorry
Simulated Oral Proficiency Interviews: An Update. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- May 96
NOTE- 4p.; For an earlier digest, see ED 317 036.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Audiotape Recordings; Educational Trends; *Interviews; *Language Proficiency; *Language Tests; *Oral Language; *Simulation; Test Format; *Test Use; Trend Analysis
IDENTIFIERS- ERIC Digests; Oral Proficiency Testing; *Simulated Oral Proficiency Interview

The Simulated Oral Proficiency Interview (SOPI) is a semi-direct performance-based speaking test that emulates the face-to-face Oral Proficiency Interview (OPI) as closely as practical, using a tape recording and printed test booklet. The prototypical SOPI contains simple personal background questions typical of an initial encounter (warm-up) and topic- and situation-based performance tasks to assess the examinee's ability to handle the functions and content characterizing higher levels of proficiency. The test package consists of a master tape that contains all test instructions and items, an examinee response tape used to record responses, and a test booklet with test instructions and directions for all tasks. In five studies involving different test development teams and different languages, the SOPI has proved a valid and reliable surrogate for the OPI. SOPIs have been developed for Chinese, Portuguese, Hebrew, Indonesian, Hausa, Arabic, Japanese, French, German, and Spanish, and rater training has been developed. The test format's flexibility allows its tailoring for proficiency level, age group, background, and profession and administered by any teacher, aide, or language lab technician. The SOPI may offer practical and psychometric advantages over a face-to-face

A study compared (1) data on rejections of advice by native and non-native speakers collected from natural conversation with (2) data collected from a discourse completion task (DCT). Subjects were students in an academic advising session (13 native speakers, 11 non-native speakers of English) who responded to a DCT and students (18 native speakers, 21 non-native speakers) whose advising sessions were taped. The study demonstrates that although the use of DCTs has benefits such as availability of large samples and experimental controls, the technique also biases the data in certain ways. It particular, participants in this study used a narrower range of semantic formulas on the DCT, used fewer status-preserving strategies, and lacked extended negotiations found in the natural data. However, the DCT was found to facilitate testing of hypotheses derived from instances in the natural conversations where there was insufficient data. It is concluded that while there should be an increase in observational data in interlanguage pragmatics research, the DCT may also be used as an important tool to complement such data. (MSE)

ED 395 521 FL 023 894

Bouton, Lawrence F.
The Interpretation of Implicature in English by NNS: Does It Come Automatically--Without Being Explicitly Taught?
PUB DATE- 92
NOTE- 15p.; For complete volume, see FL 023 890.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Journal Articles (080)
DESCRIPTORS- Achievement Gains; Daily Living Skills; *English (Second Language); Followup Studies; Language Research; Learning Processes; Linguistic Theory; *Pragmatics; Second Language Learning; *Second Languages
IDENTIFIERS- *Implications

A 1991 study investigated the extent to which living in the United States and communicating daily in English provided students of English as a Second Language (ESL) with skills in interpreting implicature. Subjects were 30 students tested in a 1986 study of ESL implicature who were retested with a battery of four tests: structure; cloze; dictation; and a measure designed specifically to test ability to interpret implicatures in English. Analysis of changes in scores from the early to the later testing showed improvement in implicature interpretation, but the skills still differed significantly from those of native speakers. Improvement was noted particularly in items in which knowledge of American culture was important and those in which understated criticism was a basis for the implicature. (MSE)

ED 395 522 FL 023 895

Hoffman-Hicks, Sheila
Linguistic and Pragmatic Competence: Their Relationship in the Overall Competence of the Language Learner.
PUB DATE- 92
NOTE- 17p.; For complete volume, see FL 023 890.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Journal Articles (080)
DESCRIPTORS- College Students; *Communicative Competence (Languages); Comparative Analysis; Foreign Countries; *French;

DESCRIPTORS- *Compensatory Education; *Educationally Disadvantaged; Higher Education; Labeling (of Persons); Program Administration; Program Implementation; Program Termination; Social Bias; *State Colleges

This book provides a sociological and historical analysis of the evolution and demise of a state college's educational opportunity program, the goal of which was to compensate for unequal pre-college education and provide equal opportunities for economically and educationally disadvantaged students. The program was an example of a special placement compensatory program, with students taking a majority of coursework for the first two years within the program before being mainstreamed for their junior and senior years. The book analyzes the program in terms of the organizational, educational, political and economic factors associated with the historical events, and frames the division's development within the larger context of social, political and educational reform. The issues of labeling and stigmatization are particularly examined. The analysis relates to the larger policy questions in higher education, with special reference to issues of equity and excellence. (JPB)

ED 395 544 HE 029 201

Marsden, George M.
The Soul of the American University. From Protestant Establishment to Established Nonbelief.
SPONS. AGENCY- Pew Charitable Trusts, Philadelphia, PA.
PUB DATE- 94
NOTE- 462p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Historical Materials (060),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Academic Freedom; Catholics; Church Related Colleges; Colleges; Diversity (Institutional); Educational Development; *Educational History; Educational Trends; Higher Education; *Intellectual Freedom; *Protestants; Religious Differences; Religious Education; *Religious Factors; *State Church Separation; *United States History; Universities
IDENTIFIERS- *Diversity Concept; Harvard University MA; Yale University CT

This book examines the role of Protestantism in America's colleges and universities, tracing the history of the influence of religion on these institutions from preeminence to obscurity, from the founding of Harvard in the 1630s through the collapse of the traditional establishment in the 1960s. Ranging from stories of many of our pace-setting universities at defining moments in their histories to an analysis of issues such as the debate over Darwinism and the impact of changing student mores, the book argues that just as the academy has made room for feminist and multicultural perspectives, so should there be room for traditional religious viewpoints. The establishment of Protestant Nonsectarianism, the defining of the American University in a scientific age, and the complications of religious influence are considered. The course of Protestant influence is illustrated by three vignettes of conflicts regarding religion at Yale, first with William Graham Sumner's teaching of scientific naturalism against the school's religious principles, to the height of Christian influence before the turn of the century, to William F. Buckley's criticism that the school was not religious enough. Conflicts between Catholic and Protestant institutions are also discussed. A postscript presents the author's views supporting

In 1990, the Satellite Telecommunications Educational Programming (STEP) Network in Spokane (Washington) joined with state education agencies from Alaska, Idaho, Montana, Oregon, and Washington to form the Pacific Northwest Star Schools partnership for distance education. The STEP network offers telecast courses to 500 schools, 90% of which are in rural areas. Of the 6,000 middle- and high-school STEP/Star students in those 500 schools, 72% were in grades 9 through 12, 57% were female, and 26% were Native American. Courses range from languages like Spanish and Japanese to marine science and astronautics. A 1994 survey polled 440 superintendents and building administrators. Forty-three percent of respondents indicated that their buildings had participated in the STEP/Star program for two to three years, and 53% anticipated increasing the use of distance learning at their locales over the next five years. The survey also shed light on the perceived benefits of distance learning and on barriers to technology implementation, such as a lack of equipment, scheduling, cost, instructional concerns, and lack of technical assistance. Commitment of time and resources at various organizational levels was seen as a crucial factor in further progress. (Contains 5 figures, 3 tables, and 26 references.) (BEW)

ED 395 564 IR 017 876

Schnackenberg, Heidi L.; And Others
Matching Learner Preference to Preferred Amounts of Instruction.
PUB DATE- Apr 96
NOTE- 13p.; Paper presented at the Annual Conference of the American Educational Research Association (New York, NY, April 8-12, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; Autoinstructional Aids; College Students; Computer Assisted Instruction; Higher Education; *Individualized Instruction; *Instructional Effectiveness; *Learner Controlled Instruction; Pacing; Questionnaires; Student Attitudes; *Student Surveys

Some research indicates that individuals learn more when given control over their instruction, while other data suggests that individuals learn less effectively when given control over their instruction. This document describes a study which investigated the effects of matching university-level learners with the amount of instruction they prefer. Two hundred and three preservice teachers participated in the study. They completed a 10-item questionnaire about their preferences for high or low amounts of instruction. They were randomly assigned, sometimes according to preference and sometimes not, computer disks containing a "lean" or a "full" instructional program and told to complete the program within two weeks. Results include: (1) users of the full version scored higher on posttests than users of the lean version; (2) subjects who preferred a high amount of instruction had more positive attitudes toward the program than those who preferred lower amounts; (3) subjects assigned the lean version of the program generally had more positive attitudes than recipients of the full version; and (4) matching students to their preferred amount of instruction did not produce a significant difference in posttest achievement. Two appended tables illustrate the findings. (Contains 26 references.) (BEW)

ED 395 108 CE 070 921

Royce, Sherry
FOCUS on Feedback. Final Report.
SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg. Bureau of Adult Basic and Literacy Education.
PUB DATE- 95
NOTE- 68p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Collected Works - Serials (022)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; *Demonstration Programs; Feedback; *Information Dissemination; *Literacy Education; Newsletters; Outcomes of Education; Program Evaluation; *Research Utilization
IDENTIFIERS- 353 Project; Pennsylvania

A staff development project designed a publication for the effective statewide dissemination of significant current or previous Section 353 special demonstration projects in adult literacy education in Pennsylvania and for the provision of feedback to project directors about their project's strengths and weaknesses. During the project, 72 programs were reviewed by a panel of six literacy experts. Projects submitted for review were in the following areas: workplace and family literacy, special populations, curriculum development, counseling, recruitment and retention, and research and program improvement. Twenty-six projects were selected as outstanding by the panel and 10 projects received honorable mention. These 36 projects were described in 6 FOCUS bulletins published between December 1994 and May 1995. The newsletters were distributed to adult basic and literacy education (ABLE) programs, the ABLE state task force, the 353 projects review committee, project directors, all librarians and legislators in the state, and adult basic education state directors and clearinghouses throughout the country. The FOCUS newsletters received 14.02 of a possible 15 points, or a 93 percent favorable rating from a reader survey, and 26 of the 27 agencies responding to the survey wanted the service maintained. (Program descriptions, project materials, and the six issues of FOCUS are included in the report.) (KC)

ED 395 109 CE 070 923

Giving Voice to Student Writing: Exploring the Uses of Speech Recognition and Speech Synthesis in a Writing Curriculum. Final Report.
SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg. Bureau of Adult Basic and Literacy Education.
PUB DATE- 95
NOTE- 28p.; For a related teacher and student manual, see CE 070 924.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Agency Cooperation; Computer Software; *Computer Uses in Education; Demonstration Programs; Editing; *Literacy Education; *Speech Synthesizers; Teaching Methods; *Writing Instruction
IDENTIFIERS- 353 Project; Pennsylvania (Philadelphia)

A demonstration project explored the use of speech synthesis and speech recognition in writing-based classes held by two Philadelphia literacy providers. The project examined the use

Harrisburg Housing Authority Residents). Final Report.
SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg. Bureau of Adult Basic and Literacy Education.
PUB DATE- 95
NOTE- 132p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Adult Basic Education; Curriculum Development; Home Management; Instructional Materials; Landlords; Laws; *Legal Responsibility; Material Development; Program Development; *Public Housing; Teaching Guides
IDENTIFIERS- 353 Project; *Leasing; *Tenants; Tenants Rights

This report describes a project to develop instructional materials for the Harrisburg Housing Authority that would enable tenants to understand more clearly the terms of their lease agreements. Project products were designed for tenants, many of whom were students in adult basic education classes, and for housing authority personnel who participate in tenant association meetings. Procedures included the following: identifying problem areas between tenants and the public housing authority related to the understanding of the lease; developing instructional activities and materials that would clarify and explain identified problem areas; field test materials and curriculum; and publish a final curriculum and resource materials. The 13-page report is accompanied by a trainer's handbook for facilitating group activities. The handbook is divided into five sections. Section 1, Facilitator's Notes, provides these materials for each of the 18 sections of the lease that are covered: objective, points to remember, discussion topics, questions, and activity. Section 2, Participant's Reference Sheets, contains handouts on each topic. Section 3, Response Sheet, allows participants to write down answers to questions posed by the group facilitator. Section 4 contains the current lease agreement. Section 5, Pre-Post Activity Assessment, is a 30-question optional assessment. (YLB)

ED 395 129   CE 070 951

Gall, Mary Louise; And Others
Use of Authentic Assessment with ABE Students.
SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg. Bureau of Adult Basic and Literacy Education.
PUB DATE- 95
NOTE- 113p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Adult Basic Education; Adult Students; *Basic Skills; *Daily Living Skills; Evaluation Methods; Material Development; Program Development; *Student Evaluation
IDENTIFIERS- 353 Project; *Authentic Assessment

This report describes a project that developed a formal process and the accompanying instruments for authentic assessment of the academic and life skills of adult basic education (ABE) students. The assessment was used to assess the skills of 50 ABE students. The students and teacher evaluated the work that

Basic Management/Supervision Concepts. MAS-101. Waste Isolation Division (WID). Management and Supervisor Training (MAST) Program.
SPONS. AGENCY- Department of Energy, Washington, D.C.
PUB DATE- 96
NOTE- 49p.; For related modules, see CE 071 569-588.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Adult Education; Behavioral Objectives; Hazardous Materials; Job Skills; Learning Modules; *Management Development; *Personnel Management; Postsecondary Education; Program Descriptions; *Radiation; Staff Development; Supervision; *Supervisory Methods; *Supervisory Training; Tests; Vocational Education; *Waste Disposal; Wastes
IDENTIFIERS- *Radioactive Wastes

This module is part of a set of management and supervisor training (MAST) materials developed by the Department of Energy for the Waste Isolation Division. Its stated purpose is to enable trainees to adjust their behavior to supervise/manage a variety of situations and employee types. The first section of the module is an introduction that includes a terminal objective and opening remarks intended to focus the trainees' attention on the subjects discussed in the module. Most other module sections begin with a list of enabling objectives. Many sections contain "critical incidents" or real-life occurrences at the Department of Energy's Waste Isolation Pilot Plant that relate to the section topic. Some illustrate effective management practices, and some illustrate ineffective ones. Each critical incident includes "lessons learned" information. Section topics include the following: recognizing different management styles, supervising/managing different employee types, and managing your boss. A list of "smart moves" is included near the end of the module. Contains 18 references and a practice test. Answers and feedback for the test are provided. (YLB)

ED 395 148 CE 071 571

Self-Assessment. MAS-102. Waste Isolation Division (WID). Management and Supervisor Training (MAST) Program.
SPONS. AGENCY- Department of Energy, Washington, D.C.
PUB DATE- 96
NOTE- 27p.; For related modules, see CE 071 569-588.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Adult Education; Behavioral Objectives; *Ethics; Hazardous Materials; Job Skills; Learning Modules; *Management Development; Postsecondary Education; Program Descriptions; Radiation; *Self Evaluation (Individuals); Staff Development; *Stress Management; Stress Variables; *Supervisory Training; Tests; Vocational Education; *Waste Disposal
IDENTIFIERS- *Radioactive Wastes

This module is part of a set of management and supervisor training (MAST) materials developed by the Department of Energy for the Waste Isolation Division. Its stated purpose is to enable trainees to perform an accurate assessment of personal abilities, ethics, and standards. The first section of the module is an introduction that includes a terminal objective and opening remarks intended to focus the trainees' attention resource list includes the following: 17 references on communications, 5 references on mathematics, 4 references on safety and English as a second language, 5 references on problem solving, and 1 each on customer service, blueprint reading, and curriculum development. Additional resources include a list of 14 organizations and 9 publications. Appendixes include information on the lesson development process and a lesson sample; sample program marketing materials; and management materials from North Lake College and Grayson College. (KC)

ED 395 167 CE 071 607

Building College and Community Services for Single Parents and Displaced Homemakers. PY95 Final Detailed Report.
SPONS. AGENCY- Texas Higher Education Coordinating Board, Austin.
PUB DATE- 15 Aug 95
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Persistence; Adult Students; Career Choice; Career Planning; *College Programs; Community Colleges; *Displaced Homemakers; *Nontraditional Occupations; Nontraditional Students; *One Parent Family; Program Effectiveness; Program Implementation; School Holding Power; *Sex Fairness; Student Recruitment; Technical Occupations; Two Year Colleges; Vocational Education; *Womens Education
IDENTIFIERS- *Austin Community College TX

The Building College and Community Services for Single Parents and Displaced Homemakers Project at Austin Community College (Texas) successfully achieved its goals for Project Year 1994-95. Formative and summative methods of evaluation show that the project accomplished the following: developed cooperative linkages with more than 12 businesses and community organizations; actively recruited more than 1,200 displaced homemakers and single parents, with more than 212 enrolling in vocational and technical education; effectively retained disadvantaged students through training and support services; and assisted in the school-to-work transition of graduating project participants. During the year, the project provided support services to 586 enrolled students who were single parents and displaced homemakers, with 90 of them receiving financial assistance to defray the cost of dependent care or textbooks and supplies. For the 82 students who received financial assistance from the project during fall and spring semesters, the average earned grade point average was 3.1 and 89 percent were retained through spring or summer. The project also provided assistance to 381 prospective single parent students through career and educational planning or resource information. Students were highly satisfied with the services provided by the program. The program was also successful in helping students access alternative means of financial and other types of aid. For the coming year, the project internally plans to place more emphasis on proactive interventions to improve completion rate of participants. Externally, the project recommends that grant funds continue to be made available to single parent programs that support vocational and technical education and that these grants be multiyear. (KC)

ED 395 168 CE 071 608

Expanding Horizons: A Program for Students Entering challenges with suggestions to meet them. Chapter 6 contains a selection of active partnerships: Business Horizons, Young Apprentices--Building Trades, Conference without Walls, Project Paybac, Health Occupations Education, and "A Friendship." The partners, their contributions, and their rewards are identified. A resources section lists 16 national organizations, 28 Iowa and regional organizations, and 12 support materials. (YLB)

ED 395 185 CE 071 653

Applied Algebra Curriculum Modules.
SPONS. AGENCY- Texas Higher Education Coordinating Board, Austin.
PUB DATE- 95
NOTE- 230p.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Academic Education; *Algebra; Behavioral Objectives; Equations (Mathematics); Instructional Materials; Integrated Curriculum; Learning Activities; Learning Modules; Mathematical Applications; *Mathematics Instruction; *Problem Solving; Secondary Education; Statistics; Student Evaluation; Vocational Education; Word Problems (Mathematics)
IDENTIFIERS- *Applied Mathematics

This collection of 11 applied algebra curriculum modules can be used independently as supplemental modules for an existing algebra curriculum. They represent diverse curriculum styles that should stimulate the teacher's creativity to adapt them to other algebra concepts. The selected topics have been determined to be those most needed by students in both vocational-technical and academic programs. Topics are as follows: (1) real number properties and operations; (2) problem solving--geometric figures; (3) graphing skills; (4) exponents and roots; (5) estimation skills; (6) word problems; (7) problem solving--rates; (8) linear equations and inequalities; (9) quadratic equations and inequalities; (10) functions; and (11) use of statistics. Modules 1, 2, 8, and 9 consist of these components: objectives; equipment list; handouts/activity or exercise sheets; and informative material for the teacher. Modules 3, 5, and 10 have this format: performance objective, investigations/demonstrations each followed by an activity, evaluation instrument, and list of required materials. Module 4 follows this format: performance objective, background information, demonstrations followed by activities, handouts, workplace/technical problems, posttest, and equipment/materials list. Modules 6 and 7 have these components: performance objective, statement of connection, activity, list of evaluation instruments, and supply list. Module 11 follows this format: introduction, materials list, lesson plan, handouts, list of course objectives, skill check with answer key, and glossary. (YLB)

ED 395 186 CE 071 656

Automated Student and Adult Learner Follow-up System. Final Report for Program Year 1993-94.
SPONS. AGENCY- Texas Higher Education Coordinating Board, Austin.
PUB DATE- Aug 94
NOTE- 134p.; For the 1994-95 report, see ED 391 041.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)

examining alternatives and anticipating consequences of actions; achieve desired results by interpreting and executing instructions/plans/models/diagrams; recognize/devise systems and describe their interdependence; create high quality products/processes/performances to meet needs; respond to the aesthetic, intellectual, and emotional aspects of an event/performance/product; transfer learning to another context; recognize/define/solve problems; recognize/communicate strategies for accomplishing objectives; work in groups to accomplish a goal; develop/test a hypothesis; and identify/pursue compelling personal interests/goals; and recognize the influence of diverse cultural perspectives on human thought/behavior. (MN)

ED 395 202 CE 071 726

Abelmann, Charles
Policy Off Center: Lessons from Mississippi's Effort to Offer State Incentives to Promote Workplace Education.
PUB DATE- Apr 96
NOTE- 47p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; Basic Skills; Case Studies; Comparative Analysis; Educational Needs; Educational Policy; *Employer Attitudes; *Incentives; *Industrial Training; Manufacturing Industry; Motivation Techniques; Program Effectiveness; Public Policy; *School Business Relationship; State Programs; State Surveys; Training
IDENTIFIERS- Employer Surveys; *Mississippi

The effectiveness of Mississippi's policy of offering incentives to promote workplace training was examined through phone surveys of a sample of 101 of Mississippi's 2,617 manufacturing firms with 100-350 employees (47 of the 77 plants that have used Mississippi incentive programs and 54 plants that have not) and in-depth case studies of 4 plants. The study used a case-control approach and had a 97% response rate. Only 66% of firms not using state incentive programs reported having workers who lack basic skills, whereas 87% of firms using the incentives reported employing workers lacking basic skills. Seventy percent of the firms surveyed did not provide workplace education without state assistance even though 55% believed that all workers must be proficient in basic skills. Plants using state programs were more likely to report an increase in skills demands and attribute the change to new technology, changes in workplace organization, or increased quality standards. In many cases, plants knew nothing about Mississippi's workplace education policies. It was recommended that Mississippi's policymakers be more strategic in their thinking regarding policy design and recognize that plants that are under no immediate pressure to upgrade workers' skills are unlikely to respond to incentive programs. (Contains 54 references.) (MN)

ED 395 203 CE 071 727

Kapes, Jerome T.; And Others
Contemporary Measures of Career Interest and Values: A Review and Synthesis of Prominent Instruments.
PUB DATE- 11 Apr 96
NOTE- 18p.; Paper presented at the Annual Meeting of the American

policy based on the themes of promoting youth development, building supportive communities, and reforming systems/linking services. These themes arise from the editors' and contributors' belief that policy makers, program planners, practitioners and researchers need to recognize and emphasize the importance of holistic and positive approaches to youth issues as well as examine the impact that youth has upon family and community. They argue that the United States has an unprecedented opportunity to create a national youth agenda--a climate within which building a base of community supports and opportunities for young people may be possible. However, a massive paradigm shift is required if this agenda is to have positive youth development, rather than deterrence and punishment, as its base: the operating assumption must shift from thinking that youth problems, including violence, drug addiction, and teen pregnancy, are the principal barriers to youth development, and that problem prevention should be the national focus. Rather, youth development needs to be viewed as the most effective strategy for the prevention of youth problems. (TS)

ED 395 221 CG 026 788

Join Together Youth Access to Tobacco Project Results. Special Report.
PUB DATE- 95
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Elementary Secondary Education; *Health Education; *Smoking; Substance Abuse; *Tobacco; Youth Problems

The placement of tobacco retail outlets near schools (especially elementary schools) has potentially harmful implications for youth, since kids get the message that smoking is acceptable. In order to determine how easy it is for youth to buy cigarettes, the Youth Tobacco Project was launched in October, 1995. To find out how accessible cigarettes are in places where youth shop, community groups across the United States were asked to mobilize residents to count the number of retail outlets that sell tobacco products within a quarter-mile radius of a school. More than 500 volunteers from 27 states participated in this project. Collectively, participants found over 1,200 tobacco retail outlets within a quarter-mile radius of a school. Of the 222 schools surveyed, 93% reported that there were retail outlets nearby, representing an average of six outlets located near each school. Convenience and grocery stores were the most common places selling cigarettes near schools. Other communities are encouraged to replicate the study as part of a broad-based strategy to combat substance abuse on the local level. Numerous suggestions for action are listed, including: distribute your project findings at places parents frequent; check whether stores have proper warnings posted saying it is illegal to sell cigarettes to youth; form teams of kids and parents to count cigarette advertising near schools; and encourage schools to educate students about the hazards of smoking. (TS)

ED 395 222 CG 026 838

Interrelationships; Ethnic Discrimination; Ethnic Groups; *Ethnicity; *Ethnic Relations; Ethnic Status; Higher Education; Intercultural Communication; Political Correctness; Social Integration; *Student Attitudes; Student Characteristics; *Student Subcultures

IDENTIFIERS- Multigroup Ethnic Identity Measure

Seniors (N=150) from five private colleges completed and returned a survey consisting of five sections: (1) the Multigroup Ethnic Identity Measure; (2) demographic information and questions about the extent of the respondent's interaction with other racial/ethnic groups; (3) questions about comfort level when interacting with Asian, White, Black, and Hispanic individuals; (4) student's perception of the college environment, with questions about the interracial climate, college support for ethnic group activities, ethnic self-segregation, pressure to attend ethnic activities and others; and (5) a request to list the names (or code names) of their good friends and indicate their ethnicity. Data collected from these surveys suggest that political correctness may make it difficult to obtain accurate data from respondents; more subtle measures of attitudes and interactions should be considered for future studies. The data also indicate that ethnic minority groups differ not only from White students, but also from each other in how they perceive and interact with each other. Future research should not only map out the patterns of interaction, but indicate at least limited ways in which ethnic interaction can be improved. Contains 44 references and 6 tables. (TS)

ED 395 241 CG 026 986

Lewis, Philip

An Exploration of Leader Conceptual Capability.

SPONS. AGENCY- Army Research Inst. for the Behavioral and Social Sciences, Alexandria, Va.

PUB DATE- 95

NOTE- 20p.; Extended version of a paper presented at the Annual Meeting of the American Psychological Association (103rd, New York, NY, August 11-15, 1995).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)

DESCRIPTORS- *Cognitive Measurement; Cognitive Processes; *Cognitive Style; Higher Education; *Leaders; Leadership; *Leadership Qualities; Psychological Characteristics; Psychological Evaluation; Psychological Testing; Student Leadership

IDENTIFIERS- *Army War College PA

Leadership researchers and theorists alike have come to recognize that the critical tasks of senior level leaders are quite different from the critical leadership tasks of individuals occupying lower level leadership positions. Departing from the bulk of prior research on individual differences in leadership effectiveness which focused on differences in managerial "style" or on component decision making processes, this study explores conceptual capability as a predictor of leadership success. Leader differences in conceptual capacity were examined in a sample of 44 war college students. Replicating earlier findings, war college students demonstrated a range of conceptual capability, despite the fact that they had all been highly successful leaders at the direct leadership level. Interview based ratings of breadth of perspective and conceptual work capacity were demonstrated to have acceptable levels of interrater reliability. Despite clear conceptual and

Starting Out Suburban: A Frosh Year Survival Guide.
PUB DATE- 96
NOTE- 229p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adolescent Development; *College Bound Students; *College Freshmen; College Students; Higher Education; *Late Adolescents; *Middle Class Students; School Guidance; Secondary Education; *Student Development

Suburban high school seniors planning to attend universities, as well as parents, high school guidance counselors, and teachers at both the high school and college levels are the intended audience for this guide. It seeks to provide incoming freshmen with "everything you need to know about the first-year college experience" in a lively and entertaining style. In order to do this, 50 students who attended 23 colleges and universities were interviewed. Ten were from the suburb of Weston, Connecticut, and the other 40 were from suburbs around the United States. All students had completed their first-year at college, and were willing to share their anecdotes, reflections, and insights. A wide variety of topics are addressed, including academics, becoming oriented, campus life, safety, and financial matters. The book also furnishes readers with information and suggestions that have been gleaned from education and student personnel professionals, particularly in the "Tips" sections which end most chapters. However, its primary focus is upon the first-hand personal material given by those students interviewed. Contains an index. (TS)

ED 395 261 CG 027 088

Hektner, Joel M.; Csikszentmihalyi, Mihaly
A Longitudinal Exploration of Flow and Intrinsic Motivation in Adolescents.
SPONS. AGENCY- Alfred P. Sloan Foundation, New York, N.Y.
PUB DATE- Apr 96
NOTE- 31p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12, 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Adolescent Development; Adolescents; *Cognitive Development; Educational Experience; Elementary Secondary Education; *Emotional Experience; Learning Experience; Life Events; Motivation; *Self Motivation; Student Experience; Student Motivation; Youth
IDENTIFIERS- *Flow Theory

Changes and continuities in adolescents' optimal experiences over two years are explored in this study, and related to the development of affective and motivational patterns. Optimal experience, or flow, occurs when people do intrinsically rewarding activities in which they feel optimally challenged relative to their level of skills. The major questions addressed by this research concern whether increasing the frequency or intensity of flow is associated with positive changes in adolescents' cognitive and affective experiences

PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Elementary Education; Elementary School Students; Family Influence; Grade 3; Grade 5; *Reading Motivation; Reading Research; *Self Concept; *Student Motivation; Text Structure
IDENTIFIERS- Maryland; *Motivation to Read Profile

This study explored 330 third- and fifth-grade Maryland students' motivation to read using the Motivation to Read Profile (MRP). The first part of the MRP, a Likert-type, self-report, group-administered questionnaire, was completed by all students. The second part of the MRP, the Conversational Interview, was individually administered to a random sample of 48 students. Results provided support for the importance of two dimensions of motivation to read: self-concept as a reader and value of reading. In addition, the Conversational Interview revealed insights about the influence of text type, school, and home factors on motivation to read. Taken together, findings suggest that motivation to read is linked to four key features of literacy learning: access, choice, familiarity, and social interaction. (Contains 77 references and 7 tables of data. Appendixes provide an information sheet, a self-concept as a reader subscale, a value of reading subscale, an 8-item list of references cited for reading survey item generation, the Conversational Interview, and teacher directions for administration of the reading survey.) (RS)

ED 395 280 CS 012 444

Guthrie, John T.; And Others
Growth of Literacy Engagement: Changes in Motivation and Strategies during Concept-Oriented Reading Instruction. Reading Research Report No. 53.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 96
NOTE- 55p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Elementary Education; Grade 3; Grade 5; *Instructional Effectiveness; *Integrated Curriculum; Reading Instruction; Reading Research; Science Instruction; *Student Motivation; Thinking Skills
IDENTIFIERS- *Concept Oriented Reading Instruction; *Literacy Engagement

This report describes a study that examined changes in literacy engagement during one year of Concept-Oriented Reading Instruction (CORI), a new approach to teaching reading, writing, and science. Literacy engagement was defined as the integration of intrinsic motivations, cognitive strategies, and conceptual learning from text. To promote literacy engagement in classrooms, a team designed and implemented CORI in two third-grade and two fifth-grade classrooms in two schools. One hundred forty students participated in an integrated reading/language arts-science program, which emphasized "real world" science observations, student self-direction, strategy instruction, collaborative learning, self-expression, and coherence of literacy learning experiences. Trade books replaced basals and science textbooks. Based on 1-week performance assessments in the fall and spring, students gained in the following higher-order strategies: searching multiple texts, representing knowledge, transferring concepts, comprehending informational texts, representing knowledge, comprehension on post-performance reading inventories. Students successfully used wondering on paper to record their immediate responses, but struggled with extended journal writing. Future research should explore the use of scaffolded instruction to help at-risk readers expand their initial responses through writing. (Contains 3 figures and 29 references.) (Author/CR)

ED 395 301 CS 012 470

Shawaker, Patricia; Dembo, Myron H.
The Effects of Efficacy-Building Instruction on the Use of Learning Strategies.
PUB DATE- Apr 96
NOTE- 26p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12, 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Grade 5; Grade 6; Grade 7; Intermediate Grades; Junior High Schools; Learning Processes; *Learning Strategies; Middle Schools; Multivariate Analysis; *Reading Achievement; Reading Comprehension; Reading Instruction; Reading Research; *Self Efficacy
IDENTIFIERS- California (Los Angeles County); *Efficacy Building Instruction

A study examined the hypothesis that learning strategy coupled with efficacy-building teaching interactions would lead to greater strategic learning than learning strategy instruction alone. A reading comprehension strategy was taught to 184 students from 4 Los Angeles County (California) public and independent schools. Included were 65 fifth-graders, 69 sixth graders, and 50 seventh-graders. Of those, 95 were male and 89 female. Both the control and the experimental groups received 300 minutes of instruction/testing over 5 days. Self-report measures of learning strategy use and efficacy beliefs relative to strategy competency were administered and compared to gains in application of the strategy to reading passages and number of paragraph patterns identified. Multivariate analysis of covariance indicated that students who received the efficacy-building strategy instruction believed that they were more competent in the task than students receiving learning strategy instruction alone. In addition, findings revealed that students in the efficacy-building learning strategy instruction scored higher on two different achievement tests than the students receiving learning strategy instruction alone. The results of the investigation support the importance of students' efficacy beliefs in teaching new strategies. (Four tables of data and a 2-part appendix, containing instructional practices and instructional procedures, are included; contains 44 references.) (Author/CR)

ED 395 302 CS 012 473

Walker, Scott S.
Family Influence on Reading.
PUB DATE- 27 Oct 95
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Elementary Education; Family Attitudes; Family

process-oriented activities are taught in United States schools, and the writing performance of students whose teachers emphasize these activities. Data were drawn from the 1992 National Assessment of Educational Progress (NAEP) in Writing, which was administered to a representative national sample of approximately 7,000 fourth-grade students, 11,000 eighth-grade students, and 11,500 twelfth-grade students from about 1,500 public and private schools. Results indicated that: (1) students of teachers who always encouraged particular elements of process writing, such as planning and defining purpose and audience, were generally better writers than students of teachers who reportedly never encouraged these activities; and (2) average writing ability was higher among students whose teachers emphasized more than one process writing strategy. Findings suggest that use of pre-writing activities is associated with the highest average proficiency scores. Contains 3 notes and 3 tables of data. (RS)

ED 395 321 CS 215 303

Gruner, Charles R.
Satire as Persuasion.
PUB DATE- 28 Oct 92
NOTE- 13p.; Paper presented at the Annual Meeting of the Speech Communication Association (78th, Chicago, IL, October 28-November 1, 1992).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Communication Research; Critical Reading; Higher Education; *Humor; *Literary Genres; Parody; *Persuasive Discourse; *Satire; Student Reaction
IDENTIFIERS- *Genre Studies; Research Suggestions

Satire is a genre long extant if not especially beloved in human history. Practitioners of the art claim the intent to persuade and educate through their works. Many quantitative studies have tested the persuasive effects of satire. In research on persuasion, A.D. Annis (1939) compared the effects of editorials and editorial cartoons and concluded that straight editorials were more persuasive than satirical ones. C. R. Gruner's dissertation study (1965) showed that satire's humor may be enjoyed without being fully understood. In 1977, L. Powell found that straight messages were more effective than satire but that satire, in the long run, did more to prevent counter argumentation. All of these studies, while divergent in approach and aims, seem to suggest, at least, that satire can be persuasive. In the research on the understanding and appreciation of satire, Gruner (1978) found that the higher the student's SAT score, the greater the chance that he/she will understand a satirical piece. A series of studies by Gruner and others tested a wide variety of variables that could influence the understanding of satire but none of them concluded that clearly identifiable factors were affecting understanding. Experimentation using multi-factorial studies and more field and survey research might prove useful to understanding how satire works "in the real world." (Contains 46 references.) (TB)

ED 395 322 CS 215 304

Daniels, Patricia A.
A Case Study: The Meaning and Use of Portfolios in the Classroom of a More Conservative (Curriculum Oriented) Teacher.

The Attributes of Stuttering.
PUB DATE- 96
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Articulation Impairments; *Communication Disorders; Communication Research; *Genetics; Higher Education; Speech Language Pathology; Speech Therapy; *Stuttering; Young Children
IDENTIFIERS- Speech Research; Stuttering Modification Therapy

Stuttering is a complex condition, and, in the past, there was not significant evidence to prove any one theory as to its cause. Most researchers now agree that stuttering is mainly a genetic disorder that is sometimes aggravated or brought on by developmental and environmental factors. In genetic research there have been studies on families in general and on twins; both have suggested the strong genetic component involved in stuttering. Research on the biological causes of stuttering has shown that stutters have problems decoding and encoding the components of speech. Some researchers also believe that stutterers use the right side of the brain for speech, instead of the left. Research on the developmental causes of stuttering shows that the way a child grows physically can affect his/her speech. Research has also shown that the parents of stutterers are more critical and anxious than parents of nonstutterers. Events that have an impact on the stability and security of a child have been known to also bring on stuttering. In the assessment and treatment of stuttering there are several steps that clinicians usually follow: the gathering of background information, the observation of present behavior and feelings, the diagnosis, and the closing interview. The interview between in the child and the clinician is usually regarded as the most important part of this process. The therapy process is usually in four phases: identification phase, desensitization phase, modification phase, and stabilization phase. (Contains 12 references.) (TB)

ED 395 342 CS 509 252

Williams, Glen
(En)visioning Success: The Anatomy and Functions of Vision in the Basic Course.
PUB DATE- Nov 95
NOTE- 27p.; Paper presented at the Annual Meeting of the Speech Communication Association (81st, San Antonio, TX, November 18-21, 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Course Objectives; Departments; Graduate Students; Group Dynamics; Higher Education; *Introductory Courses; Leadership; *Speech Communication; *Staff Development
IDENTIFIERS- Borgmann (Ernest); *Faculty Attitudes; *Visioning

The success of the basic course in speech communication depends largely on a vision that values the course and its place in the undergraduate curriculum; emphasizes the necessity of ongoing training and development of teaching assistants and instructors; and values scholarship that will enhance those efforts as well as improve dedication. Vision also acquaints outsiders with the group and its endeavors in a manner likely to foster appreciation and support. Contemporary studies in communication and rhetorical theory illuminate the dynamics of

Papers/Essays (120)
DESCRIPTORS- Civil Liberties; Curriculum Design; *Educational Philosophy; Educational Theories; Elementary Secondary Education; *Ethical Instruction; *Existentialism; *Hermeneutics; Heuristics; Instructional Innovation; Moral Values; *Phenomenology
IDENTIFIERS- *Nihilism

This book develops and presents a theory of the curriculum and pedagogy for common, general education. Part 1 inquires into how people can know values and obligations and how this knowledge should affect education. In an analysis of the moral crisis, the book seeks a resolution by examining the great ethical theories of modern times. Each theory is related to the hidden curriculum because basic value and moral sensibility develop through the way classrooms are run. These perspectives are synthesized in the human-rights ethics of chapter 4. The synthesis is applied in chapter 5 to the curriculum and pedagogy in order to respond educationally to the moral crisis. The synthesis also provides a justification for the claim that education is a human right. Part 2 deconstructs the nihilism of the major Western theories of education in order to ascertain what knowledge belongs in the curriculum when education is considered to be a human right. It extracts the aspects of theories that contribute to an understanding of the role knowledge should play in human existence. The aspects are synthesized in chapter 9 to identify the main content of the curriculum that is everyone's human right. The synthesis is applied to pedagogy in chapter 10 to respond to the intellectual crisis. (Contains 207 references and an index.) (LMI)

ED 395 362   EA 027 546

Candoli, Carl; And Others
Superintendent Performance Evaluation: Current Practice and Directions for Improvement.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 94
NOTE- 277p.; For a related document, see EA 027 547.
LANGUAGE- English
EDRS Price- MF01/PC12 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Accountability; *Administrator Effectiveness; *Administrator Evaluation; Decision Making; Elementary Secondary Education; Evaluation Criteria; Formative Evaluation; Guidelines; *Job Performance; *School Districts; *Standards; Summative Evaluation; *Superintendents

The school district superintendent plays a critical role in the education of America's students. This guidebook asserts that districts are not being well served by their present systems for evaluating superintendents. It outlines some of the problems and deficiencies in current evaluation practice and offers professionally based leads for strengthening or replacing superintendent performance-evaluation systems. Following the introductory section, section 2 describes the methods used to develop suggestions--a literature search and an analysis of the findings by internal and external reviewers. Section 3 provides a detailed description of the conceptual framework that guided the research and describes the American Association of School Administrators (AASA) Professional student ethnicity explained important proportions of student outcomes. In Taiwan and The Netherlands no significant differences existed after correction for intake; in other countries there were still substantial differences. In all the countries there was a relationship between observers' ratings of teachers and the classification of schools as effective or ineffective. Seven tables are included. (Contains 36 references.) (LMI)

ED 395 381 EA 027 570

Michel, George J.
Socialization and Career Orientation of the Assistant Principal.
PUB DATE- 96
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Administrator Effectiveness; *Administrator Responsibility; *Administrator Role; *Assistant Principals; Career Development; Elementary Secondary Education; Interpersonal Competence; Interprofessional Relationship; Orientation; Professional Development; *Socialization

In many schools, the assistant principal is poorly trained to assume administrative responsibilities. This paper presents an overview of research that has examined the assistant principal's role. It argues that assistant principals will be expected to take on the new roles of team management and public relations, necessitating their effective use of group communication and shared decision-making skills. Suggested strategies for improving assistant principals' skills include inservice education and leadership academies. One table is included. (Contains 19 references.) (LMI)

ED 395 382 EA 027 571

Cheng, Yin Cheong; And Others
A Multi-level and Multi-criteria Perspective of School Effectiveness: A Case Study.
PUB DATE- Apr 96
NOTE- 37p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12, 1996).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; Case Studies; *Educational Environment; Effective Schools Research; Foreign Countries; Instructional Effectiveness; *Organizational Climate; Performance; Primary Education; *School Effectiveness; School Organization
IDENTIFIERS- *Hong Kong

Responding to the need for a comprehensive framework for monitoring and improving school effectiveness in local and international contexts, this paper presents the findings of a case study of one effective and one ineffective school. Data were derived from a survey of schools, document analysis, and field observations. The case schools are outliers of a large-scale research project that examined educational quality in 252 Hong Kong primary schools. This paper focuses on the following aspects: (1) general school characteristics; (2) student performance; (3) curriculum delivery; (4) classroom climate; (5) teacher satisfaction and attitudes; (6) staff relationship;

interviews with family members to assess their needs, and the establishment of a parent planning committee and an interagency task force. Priorities identified by families include respite care; advocacy services; information and referral; parent and sibling support; a family center; crisis services; and assistance with transportation, telephone connections, and medication costs. Provisions developed to meet each of these needs are described, as are social and recreational events, individualized family planning meetings, youth activities, and the project's newsletter. Principles established through the program's experiences are then summed up, including full inclusion of families as service designers, elimination of waiting lists, meaningful record keeping, and creative use of existing resources. Barriers to implementation of such programs are identified and discussed, followed by frequently asked questions and advice from parents. An appendix lists suggested materials to help launch such programs. (Contains 59 references.) (PB)

ED 395 400 EC 304 791

Bard, Joseph F.
Placement of Special Education Students--Inclusion Policy. Basic Education Circulars 2-95.
PUB DATE- Jan 95
NOTE- 9p.; The Inclusion Checklist contained here is also in ED 367 087.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Disabilities; *Educational Policy; Elementary Secondary Education; *Inclusive Schools; Mainstreaming; *State Departments of Education; State Programs
IDENTIFIERS- *Pennsylvania

This circular outlines the inclusion policy of the Pennsylvania Department of Education. Inclusion is defined as a combination of long-standing "least restrictive environment" policies, with an emphasis on active social membership in the class or community, but not representing a legal requirement that every child be educated in the same way or in the same place. Terminology is clarified, myths surrounding inclusion are dispelled, and the foundations of inclusion in both law and pedagogy are reviewed. Guidelines for planning for a student's inclusion are discussed briefly, and Pennsylvania's effort to build its capacity for inclusion is discussed. Initiatives pertaining to teacher training, technical assistance, and supplementary aids and services are noted. An inclusion checklist is provided to help schools evaluate their practices relative to inclusion. (PB)

ED 395 401 EC 304 792

Gelzheiser, Lynn M.; And Others
Patterns of Accommodations Provided to Students with Disabilities in Integrated Classrooms.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 94
NOTE- 44p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Accessibility (for Disabled); Classroom Techniques;

caregivers, play with materials, and care for self. Psychometric studies have supported the technical adequacy (reliability and validity) of the ESP. The ESP is believed to minimize the time and cost requirements of preschool assessments while increasing accuracy over other screening instruments. (Contains 10 references.) (DB)

ED 395 418 EC 304 812

Downing, June E.; And Others
The Process of Including Elementary Students with Autism and Intellectual Impairments in Their Typical Classrooms.
PUB DATE- Apr 96
NOTE- 49p.; Paper presented at the Annual International Convention of the Council for Exceptional Children (74th, Orlando, FL, April 1-5, 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Attitude Change; *Autism; Behavior Disorders; Case Studies; Classroom Observation Techniques; Elementary Education; *Inclusive Schools; *Interpersonal Competence; *Mental Retardation; Multiple Disabilities; Outcomes of Education; Parent Attitudes; Peer Relationship; Qualitative Research; Self Control; Severe Disabilities; Social Integration; Student Educational Objectives; *Teacher Attitudes

A qualitative case study methodology was used to examine the process of including three students with autism, intellectual impairments, and behavioral challenges in age-appropriate typical classrooms and home schools. Data were obtained over a 9-month period from field notes of a participant researcher and three paraeducators, structured observations, samples of student work, and pre/post interviews with 17 key individuals. Findings describe a process requiring ongoing modifications and adjustments to meet individual needs and expectations. All three students demonstrated considerable progress in the areas of social interactions with peers, increased self-control, and ability to follow class rules and directions, as well as academic skill development. However, by the end of the year all three students still required considerable support, were not performing on grade level, and were still having difficulty socially interacting and controlling their inappropriate behavior. Adult reactions were mixed. Although seven adults stated they were neutral about inclusion at the beginning of the project, only two reported this position in May. However, the number of people indicating a negative view of inclusion increased from one to three. The number of respondents who believed that a major benefit of inclusion was teaching nondisabled students to appreciate differences increased from 8 to 14. Interview questions and a classroom observation form are appended. (Contains 28 references.) (DB)

ED 395 419 EC 304 813

Glomb, Nancy
Do Social Skills Programs Accommodate Cultural Diversity? A Review of Secondary Curricula.
PUB DATE- Apr 96
NOTE- 19p.; Paper presented at the Annual International Convention of the Council for Exceptional Children (74th, Orlando, FL, April 1-5, 1996).

LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Age; Data Collection; *Disabilities; Educational Trends; Elementary Secondary Education; *Enrollment Rate; Enrollment Trends; *Incidence; School Districts; *Special Education; State Surveys; Trend Analysis
IDENTIFIERS- Child Count; *Nebraska

This statistical report presents data in the form of tables, graphs, and text on special education in Nebraska for the year 1994-95 and general trend data going back to 1985. State summary data are provided by child's age, primary disability, and county of residence for the following: Nebraska special education Child Count; ward status; program provider; instructional setting; percent of time spent in special education; and services received. Other data included are: Child Count by county; Child Count by school district; state summary data for children, birth to age 5, by disability, age, and school district; and state summary data for transition of students ages 16 to 21, by disability, age, and school district. Historical data include Nebraska Child Count data by age and disability from 1991 through 1994, Nebraska special education enrollment figures from 1985 through 1994, and United States total enrollment data from 1976 through 1993. Finally, special education program exit reasons by the child's primary disability and age are summarized. Data collection forms are appended. (DB)

ED 395 438 EC 304 833

Washington, Charles W., Ed.
Family Literacy.
SPONS. AGENCY- National Inst. for Literacy, Washington, DC.
PUB DATE- 96
NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Emergent Literacy; Family Environment; *Family Influence; *Family Programs; Genetics; *Intervention; *Learning Disabilities; *Literacy; *Parent Education; Program Development; Program Effectiveness; Symptoms (Individual Disorders)
IDENTIFIERS- *Family Literacy

This newsletter theme issue focuses on the impact of learning disabilities within families, specifically families with low literacy skills. It explores the effectiveness of family literacy programs, examines the connection between the field of family literacy and learning disabilities (LD), and offers suggestions on how to work with students with LD. It highlights a successful family literacy program and profiles several family experiences. Articles include: (1) "Family Literacy: The Legacy of Learning" (Sharon Darling), which reports on the effectiveness of family literacy programs and the value of inclusive family literacy programs for children with LD; (2) "Family Literacy and Learning Disabilities: Shared Opportunities and Challenges" (Blanche Podhajski), which addresses ways to link the two fields; (3) "Genetic Learning Disability Patterns in Family Literacy" (Dale Jordan), which offers suggestions for working with students and families having faulty visual perception, poor auditory perception, dyslexia, and slow rate of processing; (4) "The Diary of a Family with Dyslexia" (Dorothy Tod), which chronicles the after the visit provided opportunities for students to discuss their feelings about American nursing homes and meeting older Americans. The alternative middle school for at-risk students specialized in traditional Appalachian folk culture, giving the international students exposure to the folk culture in addition to English. At the high school, international students were paired with social studies students who expressed an interest in the international student's country. Each exchange was considered successful and offered a rewarding challenge to the international students as well as to the American students and senior citizens. Comments from both international and American students about the exchanges, a cultural assignment, and newspaper clippings about the interaction program are appended. A videotape of actual interactions accompanied the presentation but is not available here. (NAV)

ED 395 457 FL 023 766

Gonzalez, Virginia; And Others
Identifying Gifted Bilingual Hispanic Kindergartners with Alternative Sociocultural Dual Language Assessments.
PUB DATE- Apr 96
NOTE- 14p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 10, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Bilingual Students; Case Studies; Child Language; *Cognitive Development; *Cultural Awareness; English (Second Language); Evaluation Methods; *Gifted; *Hispanic Americans; Kindergarten; *Kindergarten Children; Measures (Individuals); Minority Groups; Parent Influence; Primary Education; Second Language Learning; Sociocultural Patterns; Socioeconomic Status; Spanish; Spanish Speaking
IDENTIFIERS- Alternative Assessment

Two case studies are presented here to highlight the importance of identifying cultural giftedness in language-minority children who are monolingual Spanish or bilingual Spanish dominant with low English proficiency. In one study, the child was monolingual, Spanish-dominant and culturally or non-verbally gifted; in the other, the child was an unbalanced bilingual Spanish-dominant/limited-English-proficient and culturally and linguistically gifted. The discussion helps to shed new light on the association between bilingualism and cognitive development and giftedness in young children. Quality of family life and socioeconomic status, based on parental education level and occupation, were examined for each child. The term "voices" is used to refer to the mainstream school culture view of linguistic and academic dimensions of giftedness based on standardized tests and performance standards guiding the curriculum. The term "voces" refers to the minority community view of cultural aspects of social and emotional dimensions of giftedness. Findings reveal that alternative assessments can capture non-verbal and verbal giftedness in minority children's culture and language; low socioeconomic minority children from nurturing families who provide cultural enrichment can develop emotional, cultural, and linguistic giftedness; and parents represent the minority voces while teachers portray the mainstream voices that result in complementary visions of giftedness that enrich language minority children's assessment. (Contains 47 references.) (Author/NAV)

PUB DATE- 82
NOTE- 148p.
LANGUAGE- English; Eyak
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020),Books (010),Books (010)
DESCRIPTORS- *Alaska Natives; *Athapascan Languages; *Folk Culture; Oral History; Oral Tradition; *Poetry; Short Stories; Sociocultural Patterns; Story Telling; *Tales; Uncommonly Taught Languages
IDENTIFIERS- Eyak

Ten stories, in poem and narrative form, told by Anna Nelson Harry, are presented here. The stories represent a portion of the oral tradition of the Eyak, an Alaskan native nation of which few native speakers remain. An introductory section chronicles the history and decline of the Eyak, the research undertaken to preserve their culture, and the life and work of Anna Nelson Harry. The texts, all transcribed from tape recordings, include both the original language and an English translation. Texts are presented in five sections: On Greatness and Smallness ("Lake-Dwarves," "Giant Rat" as told in 1933 and 1965); On Good and Evil ("Two Sisters"); On Husband and Wife ("Blind Man and Loon," "Raven and His Wife Quarrel"); On Identity and Conflict ("Woman and Octopus," "Groundhog-Man," "Wolf-Woman"); and On the Beginning and End of Eyak History ("Eyak History," "Lament for Eyak"). Each section has an introduction offering background and details on the stories. (MSE)

ED 395 479 FL 023 811

Peter, Katherine
Neets'aii Gwiindaii: Living in the Chandalar Country.
PUB DATE- 92
NOTE- 122p.
LANGUAGE- English; Kutchin
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Alaska Natives; *Athapascan Languages; Autobiographies; Daily Living Skills; Personal Narratives; Regional Dialects; *Rural Areas; Sociocultural Patterns; Uncommonly Taught Languages
IDENTIFIERS- Alaska; Kutchin

The book is Katherine Peter's own account, in her native Gwich'in Athabaskan language, of life in 1936-47 in Arctic Village, Alaska. An introductory section offers background information on the author's life and the origins of this work. The text that follows is in Gwich'in Athabaskan on the left page, and in English on the right page. It tells of the author's life as a young married woman in the isolated village, living off the land. Photographs and a map are included. Place names and personal names are also indexed. (MSE)

ED 395 480 FL 023 812

Nyman, Elizabeth; Leer, Jeff
Gagiwdul.at: Brought Forth To Reconfirm. The Legacy of a Taku River Tlingit Clan.
PUB DATE- 93
NOTE- 312p.
LANGUAGE- English; Tlingit
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020),Books (010),Books (010)

interview. (MSE)

ED 395 502 FL 023 835

Lipton, Gladys C.
Elementary Foreign Language Programs. FLES*. An Administrator's Handbook.
PUB DATE- 92
NOTE- 94p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Books (010)
DESCRIPTORS- Administrator Role; Educational Research; Elementary Education; *FLES; Models; Parent Participation; *Program Administration; Program Design; Program Development; Program Evaluation; Program Implementation; Public Relations; *Second Language Programs

The guide is designed to help elementary school administrators and school communities in making decisions about FLES (foreign language in the elementary school) program design and implementation. An introductory chapter provides definitions of relevant program types (FLES, exploratory/FLEX, and immersion). The second chapter reviews the current status of FLES programs and describes the three basic program models. Chapter 3 outlines the considerations each school will have in selecting an appropriate program model and the practical decisions that must be made. The steps in planning effective FLES programs is addressed in chapter 4, and chapter 5 looks at common concerns in program planning, in question-and-answer format. The sixth chapter reviews the research basis for FLES programs and provides a bibliography of research studies. Chapter 7 through 10 examine these issues: instruction and activities in the FLES classroom; public relations and parent involvement; evaluation of program, teachers, and student progress; and the administrator's role in making a successful FLES program (coordination, articulation, curriculum development, scheduling, teacher recruitment and selection, teacher training, budgeting, classroom space and facility planning, instructional materials, advocacy, administrator self-evaluation). A bibliography for administrators is included. (MSE)

ED 395 503 FL 023 843

Smith, Michael Sharwood
The Garden of Eden and Beyond: On Second Language Processing. CLCS Occasional Paper No. 44.
PUB DATE- 96
NOTE- 24p.; An abbreviated version of this paper was given as a public lecture in the Center for Language and Communication Studies (Dublin, Ireland, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Error Analysis (Language); Error Patterns; *Interlanguage; *Language Processing; Language Research; *Linguistic Theory; Second Language Learning; *Second Languages

Just as learning a first language is sometimes compared to existence within the relatively sheltered world of the Garden of Eden, the process of learning a second language is viewed as

Higher Education; Language Research; *Language Skills; Linguistic Theory; Native Speakers; *Pragmatics; Second Language Learning; *Second Languages; *Sociocultural Patterns

A study examined the relationship between two kinds of language competence, linguistic and pragmatic, within the larger domain of the learner's overall competence. Specifically, it investigated whether linguistic competence is (1) necessary, and (2) sufficient for pragmatic competence. Subjects were 14 students of French at Indiana University and a control group of nine native speakers of French. Three tests (a standardized multiple-choice test of French, a role-play questionnaire, and a discourse completion test) were administered. Results strongly suggest that linguistic competence is a prerequisite to pragmatic competence but that it does not itself guarantee pragmatic competence. It appears that a certain level of linguistic ability must be attained before learners are able to convey their message with sociocultural appropriateness. Nevertheless, the level of linguistic competence needed for adequate communication in given language use situations does not necessarily assure learners of sociocultural appropriateness in these contexts. (MSE)

ED 395 523 FL 023 896

Whyte, Shona

Discourse Domains Revisited: Expertise and Investment in Conversation.

PUB DATE- 92

NOTE- 24p.; For complete volume, see FL 023 890.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142),Journal Articles (080)

DESCRIPTORS- Case Studies; College Students; Dialogs (Language); Discourse Analysis; *English (Second Language); Higher Education; *Interpersonal Communication; Language Research; Linguistic Theory; Native Speakers; *Pragmatics; Second Language Learning; *Second Languages

A study attempts to refine the discourse domain hypothesis of second language learning, which holds that a second language is acquired with reference to speaker-specific topic areas rather than as a general, context-independent competence, by examining the discourse domains developed by one non-native speaker of English in conversations with two native interlocutors. All subjects were male graduate students in the United States. The natives interviewed the non-native speaker in turn, immediately after one another, and the resulting conversations were recorded and transcribed. Three domains were selected for further analysis, focusing on content elaboration, stability within a single encounter, and personal importance to the speaker. The analysis highlights the role played by interlocutors in the formation, development, and presentation of a speaker's discourse domain, and suggests that the properties of elaboration, stability, and personal importance are key variables for a discourse domain model in second language research. (MSE)

ED 395 524 FL 023 897

de Kadt, Elizabeth

Politeness Phenomena in South African Black English.

PUB DATE- 92

NOTE- 16p.; For complete volume, see FL 023 890.

LANGUAGE- English

inclusion of traditional religious viewpoints, pluralism, academic freedom, and church and state. (Individual chapters contain reference notes.) (JPB)

ED 395 545 HE 029 202

Jacobson, Abbe; And Others
Single-Sex Education. A Public Policy Issue. Project Report.
SPONS. AGENCY- City Univ. of New York, N.Y. Center for Advanced Study in Education.
PUB DATE- 95
NOTE- 51p.; Cover title varies. M.P.A. Project, Columbia University.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Dissertations/Theses - Master Theses (042)
DESCRIPTORS- Access to Education; Coeducation; Compliance (Legal); Educational Legislation; Educational Objectives; Educational Philosophy; Elementary Secondary Education; *Equal Education; Federal Legislation; *Legal Problems; Opinions; Outcomes of Education; *Public Policy; *School Law; Sex Bias; *Single Sex Schools
IDENTIFIERS- Title IX Education Amendments 1972

This article reports a study of the public policy implications of publicly supported primary and secondary single-sex education in the United States. Twenty-two public intellectuals concerned with educational issues were interviewed. Subjects were either academic researchers, government officials and legislators, directors of public interest groups and educational associations or practicing lawyers and legal scholars. In general, informants expressed strong hesitations about public K-12 single sex education, and stressed the need for an overhaul of co-education as a solution to educational problems. Some informants, however, believed that the potential pedagogical benefit of single-sex K-12 public education was worthy of further study. Most subjects urged a stricter enforcement of Title IX (which prohibits discrimination on the basis of sex in educational institutions which receive Federal funding) to preserve and further aims of gender equity. Responses are included from the informant groups on issues of creating equal outcomes from an educational system, the role of Federal law, the level of scrutiny toward gender-based classifications in education, the changing trend toward single-sex K-12 education, and public policy implications of single-sex education. The legal aspects of single sex education, including an analysis of statutory, regulatory and case law, are considered. An appendix provides a section-by-section analysis of Title IX. (Contains 21 references.) (JPB)

ED 395 546 HE 029 203

University Research. Touching the Lives of All Americans.
PUB DATE- May 96
NOTE- 29p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Agriculture; Air Transportation; Architectural Research; Computer Mediated Communication; Energy Management; Engineering; *Environmental Research; Government School Relationship; Higher Education; Information Networks; Institutional Role; *Land Grant Universities; *Medical

ED 395 565 IR 017 877

Ross, John A.
Computer Communication Skills and Participation in a Computer-Mediated Conferencing Course.
PUB DATE- Apr 96
NOTE- 19p.; Paper presented at the Annual Conference of the American Educational Research Association (New York, NY, April 8-12, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Communication Skills; *Computer Literacy; *Computer Mediated Communication; Course Content; *Distance Education; Higher Education; Low Achievement; Misconceptions; *Student Participation
IDENTIFIERS- Barriers to Participation; Gender Issues

Computer Mediated Conferencing (CMC) courses are attracting students with weak computer communication skills. This document describes a study which examines the outcomes for such students when they enrolled in a CMC course that required high levels of peer interaction. It was anticipated that students with weaker skills would miss important instructional events, have lower levels of task-relevant contributions, have less influence on group products, and engage in less demanding learning activities. In fact, lack of technical skill had only a marginal effect on participation, much less than gender or prior knowledge of course content. The generalizability of this good news is limited by several contextual factors, including student maturity, the provision of a CMC coach, the ethos emerging from the structure and content of the course, and the low skill threshold required for participation. (Contains 3 tables and 34 references.) (Author/BEW)

ED 395 566 IR 017 878

Shlechter, Theodore M.; Burnside, Billy L.
The Virtual Training Program: Implications for Military and Civilian Educators.
PUB DATE- Apr 96
NOTE- 30p.; Paper presented at the Annual Conference of the American Educational Research Association (New York, NY, April 8-12, 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Armed Forces; Autoinstructional Aids; *Computer Simulation; Computer System Design; Instructional Design; *Instructional Effectiveness; Military Personnel; *Military Training; Program Implementation; *Training Methods
IDENTIFIERS- Army National Guard; *Combat; Kentucky (Fort Knox); *Virtual Reality

This paper describes the Virtual Training Program (VTP) at Fort Knox (Kentucky) which aims to provide the United States Army National Guard units with intensive, time-compressed training opportunities. The program consists of: (1) computer-generated exercises that compel units to perform actions associated with training objectives; (2) realistic scenarios that immerse participants in training situations; (3) a standardized library or menu of exercises with recommended sequences; and (4) training support packages, including documentation, manuals, and simulation materials. The program was developed in four of high quality speech synthesis (the computer reads words from the screen in an understandable voice) and speech recognition (the computer responds to verbal commands) in facilitating press writing. The project used hardware and software that allowed learners to hear and edit their own writings on the computer. The software and hardware were integrated into writing-oriented classes already in place at the Community Learning Center and the Community Women's Education Project. Teachers at each location were instructed in the use of the hardware and software. Students wrote stories and listened to the computer read them back. Teachers reported that speech synthesis was useful for some students in encouraging more editing and better writing. Many students were able to recognize and correct more grammar and spelling errors after hearing their stories read back by the computer. The teachers thought that the program was worthwhile, especially for some students. Despite the claims of the creators of the speech recognition program, however, it took more computing power and time and energy to use than was provided for by the project. The project concluded that, although the technology offers promise in the future, it was not feasible to use it with the currently available version of the software. An additional result of the project was increased collaboration between the two agencies. (A protocol for process writing and a computer use log are included in an appendix to the report.) (KC)

ED 395 110 CE 070 924

Burenstein, Ben
Giving Voice to Student Writing: Exploring the Uses of Speech Recognition and Speech Synthesis in a Writing Curriculum. Activities for Word Processing with Speech Synthesis. Teacher and Student Manual.
SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg. Bureau of Adult Basic and Literacy Education.
PUB DATE- 95
NOTE- 67p.; For a related report, see CE 070 923.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Agency Cooperation; Computer Software; *Computer Uses in Education; Demonstration Programs; Editing; *Learning Activities; Lesson Plans; Literacy Education; *Speech Synthesizers; Teaching Methods; *Writing Instruction
IDENTIFIERS- 353 Project; Pennsylvania (Philadelphia)

Produced by a demonstration project that explored the use of speech synthesis and speech recognition in writing-based classes held by two Philadelphia literacy providers, this manual was developed for teachers who may wish to integrate speech synthesis into their curriculum. It contains a description of the technologies and activities that may be used with speech synthesis in a classroom or individual setting. The manual provides information on the project's background and suggestions for implementing speech synthesis in an adult literacy program. The following topics are covered: educational considerations, hardware, software, location, training, and student recruitment. The manual also contains a set of 12 lessons using speech synthesis with word processing. They are in order from simple to difficult. Each lesson would last from 20-45 minutes. The first six lessons provide an overview of how was done, the results were compiled, a master checklist was created, and the findings were analyzed. Results were compiled on a master spreadsheet with reference to the average measured skill level for each student and the average measured skill level for each measured task. The measurement worked better with the learners at a lower academic skill level, although many higher-level students found some tasks challenging. The 11-page report is followed by the assessment, including a complete table of contents, checklists, and all items necessary to complete the assessment. Tasks include the following: personal information; counting money and making change; voter registration; income tax forms; alphabetizing; calendar; using maps; map reading; informal notes, friendly letters, and business letters; postage; employment applications; shopping; medical history; application for social security card; telephone skills; catalog order; time sheet; measurement; and newspaper. A 21-item bibliography is appended. (YLB)

ED 395 130 CE 070 953

A Volunteer Literacy Tutor Training Model for Teaching Adults with or without Learning Disabilities. Final Report.
SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg. Bureau of Adult Basic and Literacy Education.
PUB DATE- 95
NOTE- 82p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Basic Education; Adult Learning; Adult Literacy; Adult Students; Learning Activities; *Learning Disabilities; *Literacy Education; Models; Reading Instruction; *Teaching Methods; Tutoring; *Tutors; *Volunteer Training; Writing Instruction
IDENTIFIERS- 353 Project

This report describes a project to develop a tutor training model for teaching adults who manifested signs of learning disabilities. A needs assessment was done by surveying previously trained tutors. Existing adult literacy materials and instructional materials specifically developed for individuals with learning disabilities were reviewed and then repackaged into a tutor handbook. A trainers' outline was created, and an audiotape to reinforce the training for tutors was produced. Four initial tutor training sessions were conducted with these materials. Materials were adjusted based on tutor/learner feedback after each workshop. Following the 17-page report are the tutor training workshop format outline and tutor handbook. The outline contains checklists for each of the four sessions and session outlines with suggested time frames. The handbook contains a mix of reading and writing instructional theories and activities. Topics include the following: multisensory learning; strategies for teaching learners with learning disabilities; choosing reading materials; prereading; comprehension (visualizing, pictorial essays, questioning and summarizing, vocabulary and activities, story chart, 3-legged stool of reading, reading fluency); writing for beginners; prewriting for stories and paragraphs; writing for intermediate learners; basic grammar; word attack, syllable types, word families; spelling, letter tiles, sight words; spelling, word endings, mnemonics; measuring progress; and self-esteem. (YLB) on the subjects discussed in the module. Most other module sections begin with a list of enabling objectives. Many sections contain "critical incidents" or real-life occurrences at the Department of Energy's Waste Isolation Pilot Plant that relate to the section topic. Some illustrate effective management practices, and some illustrate ineffective ones. Each critical incident includes "lessons learned" information. Section topics include the following: personal strengths and weaknesses, personal impact on employees, ethics, and stress. A list of "smart moves" is included near the end of the module. Contains 9 references and a practice test. Answers and feedback for the test are provided. (YLB)

ED 395 149 CE 071 572

Leadership. MAS-103. Waste Isolation Division (WID). Management and Supervisor Training (MAST) Program.
SPONS. AGENCY- Department of Energy, Washington, D.C.
PUB DATE- 96
NOTE- 26p.; For related modules, see CE 071 569-588.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Adult Education; Behavioral Objectives; Hazardous Materials; Job Skills; Leadership; *Leadership Qualities; *Leadership Training; Learning Modules; *Management Development; Program Descriptions; Radiation; Staff Development; *Supervisory Training; Tests; Vocational Education; *Waste Disposal
IDENTIFIERS- *Radioactive Wastes

This module is part of a set of management and supervisor training (MAST) materials developed by the Department of Energy for the Waste Isolation Division. Its stated purpose is to enable trainees to develop and apply leadership in the workplace. The first section of the module is an introduction that includes a terminal objective and opening remarks intended to focus the trainees' attention on the subjects discussed in the module. Most other module sections begin with a list of enabling objectives. Many sections contain "critical incidents" or real-life occurrences at the Department of Energy's Waste Isolation Pilot Plant that relate to the section topic. Some illustrate effective management practices, and some illustrate ineffective ones. Each critical incident includes "lessons learned" information. Section topics are as follows: identifying basic leadership functions, recognizing basic leadership qualities, and developing leadership skills. A module conclusion lists further leadership responsibilities. A practice test follows. Answers and feedback for the test are provided. (YLB)

ED 395 150 CE 071 573

Responsibility and Authority. MAS-104. Waste Isolation Division (WID). Management and Supervisor Training (MAST) Program.
SPONS. AGENCY- Department of Energy, Washington, D.C.
PUB DATE- 96
NOTE- 41p.; For related modules, see CE 071 569-588.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Administrator Responsibility; Administrator Role; Adult Education; Behavioral Objectives; Hazardous Materials;

Nontraditional Technical Occupations. PY95 Final Detailed Report.
SPONS. AGENCY- Texas Higher Education Coordinating Board, Austin.
PUB DATE- 15 Aug 95
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Persistence; Adult Students; Career Choice; Career Planning; *College Programs; Community Colleges; *Nontraditional Occupations; Nontraditional Students; School Holding Power; *Sex Fairness; Student Recruitment; *Technical Occupations; Two Year Colleges; *Womens Education
IDENTIFIERS- *Austin Community College TX

The Expanding Horizons Project at Austin Community College successfully achieved its goals for Project Year 1994-95. During the year, the project accomplished the following: raised public awareness of the need to overcome gender bias, promoted career opportunities in nontraditional technical occupations to more than 1,200 prospective students, collaborated with more than 12 business and community organizations to promote nontraditional careers, effectively retained students in nontraditional majors through training and support services, and supported job search efforts in nontraditional occupations. The project provided support services to 165 students enrolled in majors leading to nontraditional occupations with 15 of these receiving financial assistance to defray the cost of dependent care, textbooks, tools, equipment, and supplies. For the 14 students who received financial assistance from the project during fall and spring semesters, the average earned grade point average was 3.2 and 93 percent were retained through spring or summer. The project also provided nontraditional career planning or information for 381 enrolled students who were prospective nontraditional majors. Individualized job search assistance was offered to graduating participants. Recommendations were made to place more emphasis on recruitment activities with single parents in the next year of the project. Recommendations also were made for multiyear funding of the project in order to improve the success rate in achieving the purpose of Perkins equity funding. (KC)

ED 395 169 CE 071 612

GED Plus: Transition to Training Model Project. PY95 Final Detailed Report.
SPONS. AGENCY- Texas Higher Education Coordinating Board, Austin.
PUB DATE- 15 Aug 95
NOTE- 106p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Education; *Adult Programs; *Articulation (Education); Career Awareness; *Career Counseling; Computer Literacy; Educational Counseling; *High School Equivalency Programs; Lifelong Learning; Models; Orientation; Orientation Materials; Program Development; Program Effectiveness; *Transitional Programs; Vocational Evaluation; Workshops
IDENTIFIERS- *Austin Community College TX; *General Educational Development Tests

To provide transition opportunities for adult education students while preparing them for their General Educational Development (GED) test, Austin Community College (ACC) developed a program

DESCRIPTORS- Adult Education; Comparative Analysis; *Databases; Data Processing; *Employment Patterns; *Followup Studies; Information Storage; *Outcomes of Education; Postsecondary Education; Secondary Education; State Programs; Vocational Followup

IDENTIFIERS- *Texas

The Texas Automated Student and Adult Learner Follow-Up System was developed as part of a larger effort to improve and coordinate the delivery of education and training of a skilled work force. The primary task of the Follow-Up System in Program Year 1993-94 was to obtain outcome information on the former students and participants of the work force development programs. The process for obtaining outcomes data consisted of three phases: seed record extraction, record matching, and an employer survey. Results for public education were in the form of a prototype report card for six pilot districts selected from volunteers. These report cards indicated employemnt outcomes and continued pursuit of education. Labor market results were fairly consistent across the pilots. A pilot study for the Job Training Partnership Act system obtained follow-up data through the automated record linkage technique and compared results to those obtained through the traditional telephone survey techniques by Texas A&M University. The comparison revealed nearly identical results. For the third consecutive year, automated follow-up documented successful outcomes for 85 percent or more of the community and technical college cohorts studied. Recommendations for the future were to expand the breadth and depth of coverage and degree of automation. (Appendixes include the following: record linkage technique; file layouts; sample data sharing agreement; guides for using follow-up data; 16 endnotes; and a glossary.) (YLB)

ED 395 187 CE 071 660

Environmental Technology. A Resource Manual for an Emerging Occupation.

SPONS. AGENCY- Texas Higher Education Coordinating Board, Austin.

PUB DATE- 94

NOTE- 183p.

LANGUAGE- English

EDRS Price- MF01/PC08 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- *Curriculum Development; Employment Opportunities; *Environmental Standards; *Environmental Technicians; Guides; Hazardous Materials; Job Skills; *Laboratory Procedures; *Laboratory Technology; *Program Development; Two Year Colleges; Vocational Education

This publication consists of resource materials related to development of an environmental technology program. Section 1 presents DACUM (Developing a Curriculum process) results, including the following: a chart of duties and task statements, equipment/tools and software lists, future trends, traits/attitudes, techniques, knowledge/skills, validation, and crosswalk. Section 2 provides degree patterns--proposed curricula for an associate degree in environmental technology, certificate for laboratory assistant, and advanced skills certificates. Section 3 consists of course descriptions. Section 4 contains the following sample surveys and models: employer needs survey, student survey, DACUM validation forms, crosswalk forms, crosswalk decision rules, training achievement record, and DACUM verification model. Section 5 provides the

Educational Research Association (New York, NY, April 11, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Education; Career Counseling; Career Education; Comparative Analysis; Higher Education; Interest Inventories; *Occupational Tests; Secondary Education; *Test Reviews; *Values; Vocational Evaluation; *Vocational Interests; *Work Ethic

A study examined the collection of 27 interest and values instruments in the review chapters of the third edition of "A Counselor's Guide to Career Assessment Instruments" (Kapes, Mastie, and Whitfield 1994) to determine their commonalities and differences. The instruments were described and compared on these sets of characteristics: name of instrument; publisher; date of recent edition; intended population; number of scales; homogeneous or empirical keying; normative or ipsative scoring; time to administer; machine or hand scoring availability; computer-based version availability; types of scores reported; cost of individual test; references to reviews; and brief descriptions. The categories of information showed a wide variety of differences among the instruments. Although most instruments were intended for high school and college students, many were applicable to adults. The number of scales ranged from 6 to 246. Homogenous keying with normative scoring was most common. Administration time ranged from as little as 10 minutes to over 1 hour. Most instruments could be machine scored. Fewer than half were computer based. Percentiles and standard scores were the most common scores reported. Costs per test ranged from as little as 18 cents to over $22. (A table illustrates the 14 categories of information available for each instrument.) (YLB)

ED 395 204 CE 071 728

Riley, Linda L.
Wisconsin Vocational Equity Leadership Cadre Support Project. Final Report. FY96.
SPONS. AGENCY- Wisconsin State Dept. of Public Instruction, Madison.
PUB DATE- Jun 96
NOTE- 240p.; For the FY95 report, see ED 382 885.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Apprenticeships; Career Choice; Educational Legislation; Federal Legislation; Leadership; Nondiscriminatory Education; Nontraditional Occupations; Postsecondary Education; *Resource Centers; Resource Materials; Resources; Secondary Education; *Sex Fairness; *Staff Development; State Programs; *Technical Assistance; Tech Prep; Vocational Education
IDENTIFIERS- Carl D Perkins Voc and Appl Techn Educ Act 1990

A project provided technical assistance and support to the Wisconsin Vocational Equity Leadership Cadre to enable them to assist local districts in meeting the equity assurances in the Carl D. Perkins Vocational and Applied Technology Education Act of 1990. Approximately 80 members of the cadre, educators responsible for providing regional training for local school districts, and others received training designed to build participant skills and expand their knowledge of equity issues and how they affect school climate, students' career choices,

Juvenile Delinquency Development Statements: A Report on Federal Programs.
PUB DATE- Feb 95
NOTE- 451p.
LANGUAGE- English
EDRS Price- MF01/PC19 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adolescents; Crime Prevention; *Delinquency; *Federal Programs; *Juvenile Justice; Prevention; *Program Development; Secondary Education; Youth Problems; *Youth Programs
IDENTIFIERS- *Juvenile Justice Delinquency Prevention Act 1974

During the past several years, national attention has focused increasingly on the many problems facing youth. The Federal Juvenile Justice and Delinquency Prevention (JJDP) Act of 1974 was passed to address this growing problem. The Act stipulates that every Federal agency that administers a juvenile delinquency program must produce a juvenile delinquency development statement every year. These statements outline the legislation, policies, programs, and practices developed to combat juvenile delinquency. This report examines the level of Federal support for JJDP Act goals in fiscal years 1990, 1991, and 1992. Chapter 1 describes the missions of the Federal agencies covered by the report. Chapter 2 lists the 18 goals that have been distilled from the JJDP Act, such as "develop and implement national standards for the administration of juvenile justice", as well as "design, conduct, and provide training for those working with juveniles". The chapter also summarizes the Federal programs that support each goal and provides an overview of Federal laws that further the JJDP Act. Chapter 3 contains a brief description of the 278 programs--alphabetized by agency and by program--covered by this report. Appendices list the addresses and telephone numbers of the agencies that sponsor the programs and furnish a complete list of abbreviations and acronyms. (RJM)

ED 395 223 CG 026 875

Storm, Jacque
Parental Responsibility for Juvenile Crime: Solution or Failure? Issue Memorandum 95-38.
PUB DATE- 18 Sep 95
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090),Reference Materials - General (130)
DESCRIPTORS- *Delinquency; Elementary Secondary Education; Family Problems; Juvenile Courts; *Juvenile Justice; Laws; Legal Responsibility; Legislation; *Parent Responsibility; *State Legislation; Youth Problems
IDENTIFIERS- *South Dakota

The rise of parental responsibility statutes creates tension between the state's duty to respect the integrity of the family and the duty to protect children and the best interests of society. Yet, there is an ever-growing belief that something must be done to reverse the trend of juvenile crime. Parental responsibility laws have emerged as an answer; statutes that impose a penalty for contributing to the delinquency of a child now exists in 42 states. South Dakota's statutes regarding contributing to delinquency and truancy are examined. Although state parental responsibility laws vary greatly, they share the goal of reducing juvenile delinquency by making parents methodological differences, the two measures of conceptual capability were found to be correlated. Student's conceptual work capacity, but not their breadth of perspective, was found to be positively related to war college instructor ratings of students' strategic thinking skill but not their peer popularity. (Contains 31 references.) (RB)

ED 395 242 CG 026 987

Chambliss, Catherine
Challenges Confronting Doctoral Level Psychologists.
PUB DATE- 96
NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Certification; Counselors; Doctoral Degrees; Higher Education; Masters Degrees; *Personnel Evaluation; Professional Development; Professional Education; Professional Personnel; *Professional Training; *Psychotherapy; Therapists; Therapy

State governments have either licensed Master's level professionals in the social science areas as "professional counselors," or are considering such legislation. If enacted, such licensing reform would enable counselors to provide psychotherapy to their clients on a fee for service basis. Such reforms will dramatically affect the field of psychology, with possibly dire consequences for licensed Ph.D. psychologists. This paper argues that professional training in psychotherapy is important to a therapist much as a liberal arts education is important to the student who wishes to develop critical thinking skills which prepare him or her for a lifetime of learning and service--the values in clinical training may lay more in process than content. Rather than training in narrowly-defined occupational skills, the professional training of therapists has value because it teaches some general lessens in problem-solving, theory application, research design, and how to make use of the ever-burgeoning, and often contradictory, psychological research literature. The paper concludes by discussing several possible responses to the aforementioned challenges to Ph.D.s: (1) the profession may self-correct; (2) diagnosis and testing could be emphasized by Ph.D.s; (3) Ph.D.s could stay more abreast of research; (4) litigation risks may increase for less credentialed therapists; and (5) doctoral level psychologists may be granted prescription privileges. (TS)

ED 395 243 CG 026 988

Chambliss, Catherine; Magakis, George
Videotapes for Use in Teaching Psychopathology.
PUB DATE- 96
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Clinical Psychology; *Educational Media; Educational Technology; *Film Study; Higher Education; *Instructional Materials; *Media Adaptation; Media Selection; *Psychopathology; Psychotherapy; *Training Methods; *Videotape Recordings
IDENTIFIERS- Video Viewing

Incorporating films in abnormal psychology courses often helps to enliven the class and engage students in the diagnostic process. This summary of films that have been effectively both in and out of school. As participants in the Experience Sampling Method (ESM), 281 adolescents from 12 sites across the United States each provided an average of 32 reports of their daily experiences for one week while they were in the 6th, 8th, and 10th grades, and for another week 18 months later. Results expand on earlier findings by showing that those who increased in flow also increased in intrinsic motivation, self esteem, time spent doing school work, and in the relevance of their activities to their future career goals. Two tables and two figures present data and statistical analysis. Appendix A presents a facsimile of the self-report form (ESF) used by participants in this study. Appendix B defines the five variables of interest for this study. Contains 14 references. (Author/TS)

ED 395 262 CG 027 089

Town, Shane
Is It Safe To Come Out Yet?: The Impact of Secondary Schooling on the Positive Identity Development of Ten Young Gay Men, or, That's a Queer Way To Behave?
PUB DATE- Apr 96
NOTE- 34p.; Paper presented at the Annual Meeting of the American Educational Research Association (77th, New York, NY, April 8-12, 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Adolescent Development; Foreign Countries; High School Students; *Homophobia; *Homosexuality; Secondary Education; *Secondary School Students; Self Concept; *Self Esteem; *Sexual Identity; Social Cognition

The "lived reality" of secondary schooling for ten young gay men and the impact of this "reality" upon their emerging sexual identities is explored in this study. Two semi-structured interviews were held with each participant which allowed for the exploration of peer group culture, social and sexual activities, teachers, curriculum, counselors and identity management strategies. The discussion of these contexts is framed by a consideration of social constructionist and post structuralist ideas which challenge the current positioning of sexual minority youth as "abnormal," "unnatural," and "unacceptable." In light of these experiences the young men constructed what they perceived were "acceptable" masculine identities that enabled them to survive heterosexist and homophobic school environments. The discussion that follows suggests that schools need to challenge hegemonic practices that currently reinforce the binaries of heterosexual/homosexual and masculine/feminine in both classrooms and the wider school environment. These perceptions are held up in comparison to the young men's reflections of the research process they have been involved in, suggesting potential for personal change that can be elicited through the provision of venues and opportunities that allow for an exploration of potential identities that "read against the text" of "normal," "masculine," and "heterosexual." Contains 32 references. (Author)

ED 395 263 CG 027 090

McDonnell, John; And Others
The Academic Engaged Time of Students with Low Incidence Disabilities in General Education Classes.

transferring concepts, comprehending informational text, and interpreting narrative. Children's intrinsic motivations for literacy correlated with cognitive strategies at both grade levels. All students who increased in intrinsic motivation also increased their use of higher-order strategies; and a sizeable proportion (50%) of students who were stable or decreased in intrinsic motivation failed to progress in higher-order strategies. Findings suggest that literacy engagement increased during the year. (Contains 62 references and 4 tables of data. The Performance Assessment of Literacy Engagement and 2 rubrics are attached.) (Author/RS)

ED 395 281 CS 012 446

Oja, Leslie Anne
Using Story Frames To Develop Reading Comprehension in the Classroom.
PUB DATE- 96
NOTE- 7p.; Some text may not reproduce well.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Class Activities; Cloze Procedure; Instructional Effectiveness; *Learning Activities; *Reading Comprehension; Reading Instruction; *Reading Strategies; Reading Writing Relationship; Story Reading; *Teacher Developed Materials
IDENTIFIERS- *Story Frames

Repeated readings, story retellings, and dramatic reentactments allow students to become more aware of stories and more familiar with the structure of the stories. Another comprehension strategy is a cloze procedure called the story frame. A story frame uses phrases such as: "This story begins when"; "and then"; "next"; "following that"; or, "the problem is solved when." Students add key phrases or clauses that summarize the story or highlight some important aspect of the story. Students may need to develop more than one story frame since not all stories have the same elements. The strategy is particularly useful with middle school students who are developing summarizing skills and other basic analytic approaches to literature. A figure shows five types of story frames which may be appropriate for all types of stories: story summary with one character; important idea or plot; setting; character analysis; and character comparison. The following list of six questions helps create a story frame: (1) Is there a problem? (2) If so, why is it a problem? (3) Is there a relevant sequence of events that leads to a solution to the problem? (4) If so, what is the sequence? (5) How is the problem resolved? and (6) How does the story end? Some samples of students' story frames serve as illustrations of the technique. (CR)

ED 395 282 CS 012 447

Sorba, Barbara
Lifelong Readers.
PUB DATE- 27 Oct 95
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Discussion (Teaching Technique); *Discussion Groups; Elementary Education; Literature Reviews; Peer Groups; *Reader

Environment; *Family Influence; *Family Involvement; Parent School Relationship; *Reading Aloud to Others; Reading Attitudes; *Reading Habits; Reading Interests; Reading Motivation; *Recreational Reading
IDENTIFIERS- *Family Literacy; Lifelong Readers

No one denies that students have many more distractions today than in days gone by. The need for family involvement in a child's reading progress joins a surge in American society for parents to take more responsibility for their children's character and in the condition of their communities. Some hints for parents in establishing family literacy are: (1) read books yourself; (2) read to your children every day; (3) use expression when reading aloud; (4) if working late, have a book at work that you can read to your child over the phone; and (5) plan time for family members to read together. The school can provide support by developing a line of communication from school to home. For example, public schools in Alaska have theme nights involving the whole family in an evening of storytelling, and giving the student the choice of a book to keep. These and other ideas can help foster a love for literature and establish lifelong reading. (Contains 5 references.) (CR)

ED 395 303 CS 012 474

Moore, Susan Randolph
Collaboration and the Reading-Writing Relationship: Implications for Building Schemata for Expository Text.
PUB DATE- 9 Apr 96
NOTE- 27p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12, 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Cooperation; Grade 6; *Instructional Effectiveness; Intermediate Grades; Middle Schools; Reading Comprehension; Reading Research; *Reading Writing Relationship; Recall (Psychology); *Schemata (Cognition); *Text Structure
IDENTIFIERS- Expository Text

A study tested whether an intervention involving collaboration and the integration of reading and writing would build sixth-grade students' schemata for comparison/contrast and cause/effect text. Subjects were 76 students in 7 sixth-grade classes in 2 urban middle schools. Four of the classes were randomly chosen as the treatment group. For the control group, the teacher provided an interest-building introduction to the topic in the reading passage and gave the students an opportunity to predict the passage contents. Data were collected from pretests, interim tests, posttests, and sustained effects tests. Results indicated that (1) students in the treatment group closely approached full awareness of the comparison/contrast structure and achieved high partial awareness of the cause/effect structure; (2) the treatment group showed a small but consistent upward trend on recall protocols for the comparison/contrast structure, while the control group declined during the intervention; (3) for cause/effect, the treatment group showed an upward growth pattern followed by a decline on the sustained effects test, while the control group scored consistently below its initial status level until the sustained effects test when it showed a slight increase over its initial status score; (4) treatment group students experienced a greater increase of the number of

PUB DATE- 29 Nov 95
NOTE- 27p.; Paper presented at the Annual Meeting of the National Reading Conference (45th, New Orleans, LA, November 29-December 2, 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; Classroom Research; Cooperative Learning; Grade 5; Intermediate Grades; *Portfolio Assessment; Portfolios (Background Materials); Revision (Written Composition); State Standards; *Student Evaluation; *Teaching Styles; Writing (Composition); *Writing Evaluation; *Writing Instruction
IDENTIFIERS- *Vermont

A case study examined how one elementary school teacher negotiated her response to VAP (Vermont Assessment Program), Vermont's requirement for a portfolio assessment. Two questions guided the study: (1) how does one fifth-grade teacher use portfolios in classroom writing assessment and instruction? and (2) to what extent do portfolios, as mandated by VAP, inform or influence a teacher's classroom instruction and assessment practices during the first year of implementation? The study spanned a 10-month period, from August 1994 to June 1995. Data consisted of a case book of observational material and documents surrounding these observations, along with extensive interviews. The teacher's initial response to VAP was first fear and then relief, as she determined it was "nothing new." A class writing period characterizes all those observed: they do not extend beyond 45 minutes; students are assigned topics; there is no peer conferencing; brief, positive feedback is given by the teacher; and all finished writing is carefully collected for the VAP portfolio. To prepare the five required VAP portfolios for submission to the state the teacher worked with chosen students individually; then, all the other students prepared their portfolios. The teacher now realizes these two processes should have been reversed. Results suggest that there were some significant changes in the classroom; for example, students wrote more often than before. (An appendix shows a typical writing period in the classroom.) (TB)

ED 395 323 CS 215 305

Ochse, Roger
Writing Partners: Improving Writing and Learning through Supplemental Instruction in Freshman Writing Classrooms.
PUB DATE- 18 Nov 95
NOTE- 10p.; Paper presented at the Annual Meeting of the National Council of Teachers of English (85th, San Diego, CA, November 16-21, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Constructivism (Learning); *Freshman Composition; Higher Education; *High Risk Students; Introductory Courses; Open Enrollment; *Remedial Programs; Student Evaluation; *Supplementary Education; Tutoring; Undergraduate Students; *Writing Evaluation
IDENTIFIERS- *Black Hills State College SD; Facilitators

Supplemental Instruction (SI) has been firmly established as a tool for helping college students succeed in beginning writing courses. The SI model is based on a Piagetian-constructivist "visioning." Most notably, Ernest G. Bormann provides insight into what compromises a vision and how it comes into being. After more than two decades of study, Bormann continues to posit that visioning is a process in which the elements of a vision, articulated by various individuals, will "catch on and chain out." A vision illuminates what is being done well, what needs to be done better, and what remains to be done. The effectiveness and efficiency of the basic course depends, in large measure, on a vision for the course and for the staff--a commonly shared mindset pertaining to what the group is about and where it is going. Vision can be represented in the training program for graduate students, as well as in the bearing and personality of the program's director. A vision surfaces in the group's words and deeds as they continually define and redefine their purpose. (Contains 45 references.) (TB)

ED 395 343 CS 509 253

Stanfield, Susan; West, Isaac
Counterplans: The Evolution of Negative Burdens as CEDA Makes the Transition from Value to Policy Debate.
PUB DATE- 20 Nov 95
NOTE- 22p.; Paper presented at the Annual Meeting of the Speech Communication Association (81st, San Antonio, TX, November 18-21, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Debate; *Debate Format; Higher Education; *Persuasive Discourse
IDENTIFIERS- *Counterplans; *Cross Examination Debate Association; Debate Strategies; Policy Debate

In 1995, the Cross Examination Debate Association (CEDA) voted for the first time to debate a policy-based resolution. As CEDA embraces policy-based resolutions, it changes the focus of both affirmative and negative strategies. Affirmatives must now necessarily implement a plan while negatives have more freedom to advocate counterplans. Counterplans raise many issues about topicality, conditionality, and fiat, all of which are greatly influenced by policy burdens. Controversy over counterplans will probably erupt. As long as the community assumes that the affirmative plan is the focus of the round, it seems that any counterplan that is beyond the replication of the affirmative plan is worth consideration. The rejection of the counterplan on the basis of its topicality would allow the affirmative to advocate ideas that are polar opposites, to justify the resolution. Also, the affirmative should have to defend his or her plan, not the resolution as a whole, since the negative can suggest his or her own plan. Finally, the use of counterplans shifts the focus of debate. The resolution exists as a framework for the affirmative to advance a proposal while providing an expected area of debate for the negative. (Contains 23 notes and 18 references.) (TB)

ED 395 344 CS 509 254

Adams, Steve; Heflin, James L.
Evaluating the Public Speaking Component in General Education Assessment of Communication at Cameron University.
PUB DATE- Nov 95
NOTE- 12p.; Paper presented at the Annual Meeting of the Speech

Standards for the Superintendency, generic administrator duties, and The Personnel Evaluation Standards. The fourth section is concerned with the nature of the superintendency in the contemporary American school system. It provides an overview of the history of the superintendency, a discussion of the entry requirements and board expectations for the position, a detailed discussion of the duties and skills required, functions of the office, and an analysis of superintendent contract and tenure. Section 5 presents findings of the literature review of superintendent evaluation--how widespread the practice is, its frequency, purpose, evaluation criteria, methods, and who performs evaluations and their qualifications. Section 6 describes characteristics of 12 evaluation models identified in the study. The seventh section presents a new generic model based on the evaluation of product, context, input, and process. Seven figures are included. Appendices contain board policy statements, a compensation plan, job descriptions, evaluation forms, contracts, and other materials related to existing evaluation methods. (Contains 168 references.) (LMI)

ED 395 363 EA 027 547

Candoli, Carl; And Others
Handbook for Improving Superintendent Performance Evaluation.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 95
NOTE- 52p.; For a related document, see EA 027 546.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Accountability; *Administrator Effectiveness; *Administrator Evaluation; Decision Making; Elementary Secondary Education; Evaluation Criteria; Formative Evaluation; Guidelines; *Job Performance; *Public Schools; Standards; Summative Evaluation; *Superintendents

This handbook for superintendent performance evaluation contains information for boards of education as they institute or improve their evaluation system. The handbook answers questions involved in operationalizing, implementing, and evaluating a superintendent-evaluation system. The information was developed from research on superintendent performance evaluation conducted during 1993-95. Part 1, "Foundations of Superintendent Performance Evaluation," lays out the principles and theory of fair and sound evaluation. It also includes lists of context variables, general superintendent duties, and possible evaluation tools and techniques. Part 2, "Conducting the Evaluation," outlines and explains the suggested tasks involved in a thorough performance evaluation. The third part, "Scheduling, Maintaining, and Monitoring the System," addresses more technical questions related to the timing, control, development, and assessment of the evaluation process. Three figures are included. Appendices contain a description of each of the personnel-evaluation standards and an expanded list of the superintendent duties presented in part 3. (LMI)

ED 395 364 EA 027 551

Stufflebeam, Daniel; And Others
A Portfolio for Evaluation of School Superintendents.

(7) principal leadership; (8) parental influence; and (9) organizational characteristics. The profiles of each school differed in terms of student, teacher, and organizational performance. Although the two schools shared demographic and background characteristics and received the same level of government funding, they differed in most of the effectiveness criteria and process indicators at the individual, group, and school levels. Three tables are included. (Contains 34 references.) (LMI)

ED 395 383 EA 027 573

Measuring Up: Questions and Answers about State Roles in Educational Accountability.
PUB DATE- Nov 88
NOTE- 13p.; For the complete report of the OERI Study Group that is summarized here, see ED 299 706.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Accountability; Data Collection; Educational Assessment; Elementary Secondary Education; Evaluation Criteria; Government Role; Guidelines; Information Dissemination; Information Utilization; *Performance; *State Government; State School District Relationship

This booklet provides questions and answers that point to the increasing interest that states have in developing, shaping, and evaluating the success of schools. The booklet highlights the analysis and recommendations of representatives of 10 states (California, Colorado, Connecticut, Florida, Georgia, Illinois, Massachusetts, Minnesota, New Jersey, and South Carolina) who were assembled by the United States Department of Education to study recent changes in accountability policies. Recommendations include: (1) make the purpose of the system clear to schools and to the public; (2) coordinate state and local data systems to ensure collecting data of maximum usefulness to both; (3) establish a blue-ribbon, independent body to oversee the system and recommend adjustments; (4) use multiple indicators of performance, not just test scores, to provide a fair and integrated picture of schooling; (5) consider a broad range of help to encourage both absolute high performance and comparative high performance; (6) when states intervene in cases of poor school performance, they should proceed in fair and well-defined stages; and (7) make school and district performance data public. The booklet also contains data collected by the Council of Chief State School Officers (CCSSO) in the fall of 1987, including a summary of the key dimensions of the 50 states' performance-accountability systems. Every state must answer the following six questions when designing an accountability system: Who designs the system? What data will the state or district collect? At what levels should data be collected and used? To whom should the data be reported and in what form? Should schools be compared and, if so, in what ways? and Should consequences be linked to the findings of accountability reports, and, if so, which ones? (LMI)

ED 395 384 EA 027 574

Quellmalz, Edys; And Others

*Disabilities; Elementary Secondary Education; Factor Analysis; *Grouping (Instructional Purposes); *Inclusive Schools; Large Group Instruction; Regular and Special Education Relationship; Small Group Instruction; *Teacher Expectations of Students; *Teaching Methods

This study identified patterns in general education teachers' accommodations for students with disabilities, focusing on grouping practices, teacher expectations, and modifications. These patterns were examined in order to provide a multivariate description of integration practices on which to base practice and policy decisions. Twenty-two elementary, middle, and high school students with disabilities were each observed throughout 5 school days, and all 50 teachers serving this group were interviewed. Principal components analysis of the data identified three dimensions: a first dimension revealed differences between content and special area teachers in their use of large group instruction and reliance on special education teacher modifications; a second dimension showed differences in types of small group instruction and modifications used by elementary and secondary teachers; a third dimension revealed that teachers with different types of expectations made different use of modifications and grouping practices. Implications for practice, research, and policy are discussed. (Contains 24 references.) (Author/PB)

ED 395 402 EC 304 795

Brodin, Jane; Alemdar, Ingegerd
Videotelephones: A Tool for Facilitating Communication and Social Integration for Persons with Moderate Mental Retardation. TeleCommunity, RACE 2033 (Research in Advanced Communications Technologies in Europe). Final Report. Technology, Communication, Disability Research Report No. 13.
SPONS. AGENCY- Swedish Telecom, Stockholm (Sweden).
PUB DATE- 95
NOTE- 157p.; This project was also supported by the Swedish National Board of Industrial and Technical Development and by the Swedish Transport and Communications Research Board.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adults; Communication Aids (for Disabled); Daily Living Skills; Foreign Countries; Group Homes; Interpersonal Competence; *Moderate Mental Retardation; Normalization (Disabilities); *Personal Autonomy; *Social Integration; Social Life; *Social Networks; *Telephone Communications Systems; Telephone Usage Instruction
IDENTIFIERS- Sweden; *Video Telephone

This monograph presents the final report of the Swedish component of TeleCommunity, a nine-nation European project exploring the potential of videotelephones. This particular study focused on the use of videotelephones to increase levels of independence, social integration, and participation in social life among adults with moderate mental retardation (MMR). Twenty-four adults (ages 21-60) with MMR were drawn from six day centers and group homes in Stockholm and Jonkoping (Sweden) to participate, each having poorly developed spoken language and using graphic symbols for regular daily communication. Pictogram symbols were selected for each participant's concept keyboard, and participants were trained on use of the equipment. Data on their subsequent use of the videotelephones were gathered through questionnaires; assessment of communicative ability, telephone protocols, and goal setting;

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Behavior Problems; *Cultural Differences; *Curriculum Evaluation; Educational Practices; *Interpersonal Competence; *Learning Problems; *Multicultural Education; Secondary Education; Skill Development
IDENTIFIERS- Diversity (Student)

This review examined the extent to which commercially available social skills curricula designed for adolescent populations (including those with learning and behavior problems) accommodate cultural diversity. Introductory material discusses the need for culturally responsive teaching in social skills training. The study reviewed 11 curricula, and tables present a summary of each program and a comparison of the programs relative to 23 evaluative questions concerning culturally responsive teaching. The paper concludes that most commercially available social skills curricula for use with this population do not include many of the procedures considered to be important components of culturally responsive teaching. (Contains 55 references.) (DB)

ED 395 420 EC 304 814

National Council on Disability. Annual Report, Volume 15. Fiscal Year 1994.
PUB DATE- 31 Mar 95
NOTE- 36p.; For Volume 14, see ED 375 562.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Accessibility (for Disabled); *Advisory Committees; *Civil Rights Legislation; *Disabilities; Federal Legislation; Information Dissemination; *Public Policy; Public Relations
IDENTIFIERS- Americans with Disabilities Act 1990; *National Council on Disability

This annual report describes major activities of the National Council on Disability (NCD) for Fiscal Year 1994. Activities included: conducted a summit meeting on the Americans with Disabilities Act (ADA); held health care reform town meetings; communicated with the Health Care Financing Administration concerning reimbursement of medical rehabilitation services; held health care meetings and a news conference; celebrated the fourth anniversary of the ADA; communicated with the U.S. Department of Transportation concerning accessibility of buses; met with Microsoft Corporation concerning access to Windows-based software; and held an ADA Watch Roundtable. Research was conducted in the areas of education and health care reform, and NCD served as part of the U.S. delegation to the Commission for Social Development of the United Nations. The report also notes Congressional testimony, liaison with the National Institute on Disability and Rehabilitation Research, information dissemination, and quarterly meetings of NCD. Appendices provide background information on National Council members and staff, a listing of National Council publications, and the Council's mission statement. (DB)

ED 395 421 EC 304 815

Walker, Joanne H.; Shaw, Stan F.
Perceptions of Team Members Regarding the Involvement of Students

experiences of a mother with LD advocating for a son with LD; (5) "The Five R's of Family Literacy Programs (Virginia Tardeawether)--recruitment, retention, respect, responsibility, and resourcefulness; and (6) "My Life with Dyslexia" (Joni Krantz), which presents one woman's experience in a family literacy program. Brief descriptions of organizations involved in family literacy complete the issue. (DB)

ED 395 439 EC 304 834

Kellogg, Ann

Vocational Experience Programs for Students with Disabilities. Revised.

SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.

PUB DATE- Oct 95

NOTE- 216p.

LANGUAGE- English

EDRS Price- MF01/PC09 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- Child Labor; Civil Rights Legislation; *Compliance (Legal); *Disabilities; Educational Legislation; Education Work Relationship; Federal Legislation; Federal Regulation; Individualized Education Programs; *Labor Legislation; Program Evaluation; Secondary Education; *State Standards; Transitional Programs; *Vocational Education; Vocational Evaluation; *Work Experience Programs; Youth Employment

IDENTIFIERS- Fair Labor Standards Act; Individuals with Disabilities Education Act; Job Training Partnership Act Amendments 1992; *Wisconsin

This collection of background materials and guides is intended to assist Wisconsin educators involved in providing vocational experience programs for students with disabilities. Following an introductory section, the second section presents information on the following federal laws: Fair Labor Standards Act (FLSA); Individuals with Disabilities Education Act; Job Training Partnership Act; Carl Perkins Vocational and Applied Technology Education Act; Americans with Disabilities Act; Rehabilitation Act; Social Security Act; and School to Work Opportunities Act. The third section explains Wisconsin legislation concerning compulsory school attendance, education for employment, youth apprenticeship, technical preparation, youth employment and Wisconsin's child labor laws, and vocational program access for students with disabilities. The fourth section addresses the application of federal and state child labor laws to vocational experience programs and covers: work permits, attendance, wage regulation, special minimum wage licenses, child labor requirements under the FLSA, safety guidelines, employment generally prohibited to minors, nonpaid work experiences, insurance, and transportation. Section 5 offers guidelines and forms for determining the quality of vocational experience or work-study programs for students with disabilities. Section 6 gives suggestions for conducting functional vocational assessments covering functional evaluation components, placement strategies, task analysis, teaching strategies, and the transition component of the Individualized Education Program. Appendices provide federal regulations concerning the FLSA and child labor, application forms, and U.S. Department of Labor policy letters on legalities of volunteer activities. (Some sections contain references.) (DB)

ED 395 458   FL 023 776

Crooks, Tony, Ed.
ESP in Southeast Asia.
PUB DATE- 96
NOTE- 88p.; Chapters were originally presented as papers at the International Conference on Language in Development (2nd, Bali, Indonesia, April 10-12, 1995). For individual papers, see ED 394 289, FL 023 777-781, and ED 388 037 under the title, "Building Up a Unified ESP Programme."
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021), Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Cultural Context; *English for Special Purposes; Foreign Countries; Higher Education; Hospitality Occupations; Instructional Materials; Language Teachers; *Legal Education (Professions); Needs Assessment; Professional Development; *Reading Improvement; School Restructuring; *Second Language Instruction; *Staff Development; Teacher Education; Teacher Effectiveness; Teacher Student Relationship; Teaching Methods; Textbook Content; Writing Skills
IDENTIFIERS- *Asia (Southeast)

Seven conference papers discuss English language training and political development in Asia, including language project design and evaluation, counterparting, sustainability, appropriate technology, and languages and the politics of development. Papers included are: "Linguistic and Cultural Considerations of Writing ELT Texts for Use in Asia" (Richard Colebrook); "Keeping a Cool Heart: Designing for Change at the Vientiane School of Law" (Steve Epstein); "Reconciling Stakeholders' Perspectives in Designing a University ESP Programme" (Wanpen Tubtimtong); "ESP Methodology for Science Lecturers" (Angela Rogers and Cukup Mulyana); "Language Teacher Education by Distance Mode: A Pilot Programme in Thailand" (Rachanee Senisrisant); "Study Mode Negotiation" (Mani Le Vasan and Rajeswary Sargunan); and "Quality Communication in Hospitality: Language Skills or Culture Transfer?" (Peggy Leung and Terence Lo). (Contains chapter references.) (NAV)

ED 395 459   FL 023 777

Colebrook, Richard
Linguistic and Cultural Considerations of Writing ELT Texts for Use in Asia.
PUB DATE- 96
NOTE- 18p.; In: Crooks, Tony, Ed., ESP in Southeast Asia; see FL 023 776.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Cultural Context; *English (Second Language); Foreign Countries; *Instructional Materials; Intensive Language Courses; Language Teachers; Second Language Instruction; Social Values; Teacher Effectiveness; *Textbook Content; Textbook Preparation
IDENTIFIERS- *Asia (Southeast); Defence International Training Centre (Australia)

This paper describes the process of developing the Australian English Language Course (AELC) by the Defence International Training Centre in Australia. The 400-hour, intermediate-level course is an English language teaching course to be used by non-English speaking background (NESB) teachers of English at

DESCRIPTORS- *Alaska Natives; American Indian Culture; American Indian History; *American Indian Languages; American Indians; *Folk Culture; *Legends; *Oral History; Regional Dialects; Story Telling; Uncommonly Taught Languages
IDENTIFIERS- Alaska; Canada; Tlingit; *Tlingit (Tribe)
The six legends told here, in Tlingit on the left page and in English on the right page, are told by Elizabeth Nyman, a Tlingit elder of the Taku River clan. The narratives represent a portion of the clan's oral history. Introductory sections provide some historical background concerning the clan, the story teller, and the traditions with which the stories are associated. The texts include: "The Battle of the Giants"; "The History of the Taku Yanyedi"; "The Story of Glacier-Bidding Bay"; "Elizabeth Nyman Tells Her Life Story"; "The First Wedded Year"; and "Tl'anaxidakhw." Photographs and maps provide illustration. Indexes to personal names and place names are also included. (MSE)

ED 395 481 FL 023 813

Herbert, Belle; McGary, Jane, Ed.
Shandaa: In My Lifetime.
PUB DATE- 92
NOTE- 206p.; "Told by Belle Herbert. Recorded and edited by Bill Pfisterer...Transcribed and translated by Katherine Peter...Drawings by Sandy Jamieson. Photographs by Rob Stapleton."
LANGUAGE- English; Kutchin
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Books (010),Books (010)
DESCRIPTORS- Alaska Natives; *American Indian Culture; American Indian History; *Athapascan Languages; *Daily Living Skills; *Folk Culture; *Oral History; Personal Narratives; Regional Dialects; *Sociocultural Patterns; Uncommonly Taught Languages
IDENTIFIERS- Alaska; Kutchin
A collection of 26 stories, told by Belle Herbert, an Alaskan elder, in the Gwich'in Athabaskan language, is presented with side-by-side translation in English. Introductory sections give background information about the author's life and the stories told here. Stories include: a moose hunt; life in the old days (skin tents and clothing); hunting; traveling as a child; traveling in the Porcupine country; sickness; old-time clothing; life in the old days; traveling, marriages, and a tragedy; traveling up the Porcupine River; traveling around Graphite, and curing by a medicine man; burial customs; skin-tanning, rabbit-snaring, and old-time cooking; old-time household furnishings and the coming of cloth, and muskrat hunting and the coming of guns; hunting in the old days; marriage then and now; Belle's marriage; the arrival of white people; care of the sick; family history and life in the old days; rabbit-skin blankets; some notable people and the coming of Christianity; religion, fishtraps, the coming of airplanes, and how a young man got a wife; another marriage story, and old-time dishes and cooking; and life in the old days, brush men, and the coming of religion. A map, photographs, and drawings illustrate the text. (MSE)

ED 395 482 FL 023 814

Jacobson, Steven A.
Central Yup'ik and the Schools. A Handbook for Teachers.
PUB DATE- 94
NOTE- 54p.

analogous to survival after expulsion from the Garden into a relatively harsh world, in which the learner must come to a conscious understanding of form and meaning through his errors. The problem of partial attainment among second language learners has been explained generally in two ways, both interpretable through the Garden of Eden phenomenon. The dichotomy between conscious analysis on one hand and intuitive "noticing" on the other is common in research and theory on second language learning. It is suggested that these processes can be linked in second language learning by the individual's exercising his metalinguistic knowledge to test unfamiliar constructions. In this way, focus on form can be used to facilitate language learning. (MSE)

ED 395 504 FL 023 845

Stanley-Thorne, Carol
Noun Classes in Tikar.
PUB DATE- Mar 95
NOTE- 15p.; Paper presented at the Annual Conference on African Linguistics (26th, Los Angeles, CA, March 24-26, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *African Languages; *Bantu Languages; Foreign Countries; Form Classes (Languages); *Grammar; *Language Classification; *Language Patterns; *Nouns; Uncommonly Taught Languages
IDENTIFIERS- *Tikar

An analysis of noun classes in Tikar, a Benue-Congo language spoken in west central Cameroon, looks at patterns in the noun class system, concord system (possessives, demonstratives, demonstrative adjectives, demonstrative pronouns, third-person pronouns, relative pronouns, copula, adjectivals, and numerals) with an eye to determining whether Tikar is a bantoid language or not. It is concluded that it is a bantoid language, both genetically and typologically. The vocabulary is found to be reminiscent of Bantu, with a clear system of noun classes. While there is not an elaborate system of prefixes, the nouns fall into very definite classes, with a clear system of concord. It is proposed that an examination of the morphological and syntactic structure of Tikar's other constituents and its phonological characteristics would reveal marked similarities to the general features of southern bantoid language. (MSE)

ED 395 505 FL 023 847

English as a Second Language Resource Guide: A Handbook for Serving Limited English-Proficient Students.
PUB DATE- Mar 95
NOTE- 120p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Classroom Techniques; Cultural Awareness; Disabilities; Educational Resources; Elementary Secondary Education; *English (Second Language); *Federal Legislation; Federal Regulation; Financial Support; Gifted; *Identification; Instructional Materials; Learning Strategies; *Limited English

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Journal Articles (080)
DESCRIPTORS- *Black Dialects; *Cultural Context; Foreign Countries; Language Patterns; Language Research; Linguistic Theory; Nonverbal Communication; *Pragmatics; Regional Dialects; Second Language Learning; *Second Languages; *Sociocultural Patterns; Speech Acts; Suprasegmentals
IDENTIFIERS- English (African); *English (Zulu); *Politeness; South Africa

A study investigated requests as speech acts in "Zulu English," the English of Zulu first-language speakers, seeking to explain miscommunication in interactions between Zulu- and English-speakers by pointing to pragmatic transfer as one possible cause. Data were collected by means of a series of discourse completion tests in Zulu, Zulu English, and South African English (SAE), and analyzed using a methodology that allows head acts of requests to be graded on a scale of indirectness. Requests in Zulu and Zulu English were shown to be significantly more direct in formulation than requests in SAE. Possible implications of the findings in the context of politeness theory are discussed, and it is suggested that the often unsuccessful politeness strategies used in Zulu English result in part from the cross-cultural nature and positioning of this language, being influenced in their verbal dimensions largely by Zulu strategies and in their nonverbal dimensions largely by those of SAE. (MSE)

ED 395 525 FL 023 898

Ide, Sachiko
Gender and Function of Language Use: Quantitative and Qualitative Evidence from Japanese.
PUB DATE- 92
NOTE- 15p.; For complete volume, see FL 023 890.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Journal Articles (080)
DESCRIPTORS- Discourse Analysis; Foreign Countries; *Japanese; *Language Patterns; Language Research; Language Usage; Linguistic Theory; *Pragmatics; *Sex Differences; Sociocultural Patterns
IDENTIFIERS- *Gender (Language); *Politeness

A study used both a survey and observation to investigate the phenomenon of politer speech among Japanese women than among Japanese men. The survey of 256 men and 271 women, parents of college students at a college in Tokyo and representing a middle-class population, inquired about the respondents' personal use of polite forms of Japanese. It is noted that in this population, men are most likely to be businessmen and women are more likely to have a traditional role as housewife. Degree of politeness was then calculated for both men and women according to type of addressee (e.g., child, spouse, workplace superior), specific linguistic form, and frequency of interaction with the different types of addressee. Results suggest that what appear to be more polite speech among women is at least in part due to women's more frequent interaction with addressees requiring more polite speech forms. Patterns of politeness are characterized by two behaviors, deference and demeanor, which serve different functions in the interactions. Four features of women's language use (repertoire of personal pronouns, avoidance of vulgar expressions, hypercorrected honorifics, and sentence final particles) were then examined as

Research; Motor Vehicles; Rail Transportation; *Research and Development; Research Projects; *Scientific Research; *State Universities

This report discusses the social and economic benefits of university research, arguing that if funding for research programs is reduced, short-term savings could impose long-term costs, depriving Americans of scientific breakthroughs, economic growth, and improvements in international competitiveness. It provides over 100 brief summaries of ongoing innovative research projects at selected state universities in research partnerships it described, including expanding knowledge to improve health; creating new tools for fighting disease; helping Americans move into the information age; exploring the building blocks of the universe; restoring, managing, and protecting the environment; assuring the quality and safety of food; building safer buildings, roads and bridges; creating better planes, trains and automobiles; and protecting the energy supply. (JPB)

ED 395 547 HE 029 205

Penslar, Robin Levin, Ed.
Research Ethics. Cases and Materials.
PUB DATE- Feb 95
NOTE- 279p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Biology; Colleges; Confidentiality; Conflict of Interest; *Ethical Instruction; *Ethics; Higher Education; History; *Institutional Role; Medical Research; Plagiarism; Psychology; *Research; *Research Projects; Scientific Research; Universities

This book is a comprehensive resource of illustrative cases for classroom discussion of research ethics in the natural sciences, the behavioral sciences, and the humanities. The materials selected for inclusion are intended to speak to people in all disciplines, though the cases are drawn from biology, psychology, and history. They cover such topics as plagiarism, confidentiality, conflict of interest, fraud and misconduct, access to research materials, the obligations of mentors and teachers, the reporting of data, and the participation of human and animal subjects in research. Specific pedagogical suggestions for many of the cases are provided in the instructional notes. The book also provides discussions of ethical theory and pedagogy. An annotated bibliography describes possible resources for instructors to use as supplements to the cases, assist readers who are developing courses in research ethics, and aid further research on the subject. The book is intended to provoke discussion and debate, rather than provide answers. (Individual chapters contain reference notes and the annotated bibliography contains approximately 250 references.) (JPB)

ED 395 548 HE 029 206

Balfour, Linda F.
Statistical Abstract of Higher Education in North Carolina, 1995-96.
PUB DATE- Apr 96
NOTE- 279p.

phases by design personnel, subject-matter experts, and evaluators. The use of a training device called Simulation Networking (SIMNET) to recreate vehicular combat is described, including details about the duties of the various instructional teams, needed materials, the training exercises themselves, training schedules, and handbooks. The paper closes with a brief assessment of the merits of the program. (Contains 20 references.) (Author/BEW)

ED 395 567 IR 017 879

Lee, In-Sook
Challenges to a Learning Approach through a Global Network.
PUB DATE- Apr 96
NOTE- 14p.; Paper presented at the Annual Conference of the American Educational Research Association (New York, NY, April 8-12, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Networks; *Computer Uses in Education; Cooperative Learning; *Educational Development; *Educational Technology; Elementary Schools; Elementary Secondary Education; Foreign Countries; High Schools; Junior High Schools; Nontraditional Education; Private Schools; Problems; Public Schools
IDENTIFIERS- *Korea; Korean Educational Development Institute

Computer networking is a new educational approach that can well serve the educational needs in a society of dynamic and constant changes. This paper examines effective ways of establishing a computer network-based learning system in the Korean educational system. The Korean Educational Development Institute (KEDI) conducted a one-year research project on educational computer networking with eight schools in Korea. Participants were four private schools (two elementary and two high schools) and four public schools (two junior high and two high schools.) Each school was challenged to collaborative learning activities under the support and coordination of KEDI. The project included teacher workshops; individualized instructional support; coordination and consultation activities; technical support; and field visits and interviews to observe and analyze the progress of the schools. Among others, findings indicated the following as having interrupted networking activities: (1) teachers' lack of understanding and experiences in a non-traditional learning approach; (2) incompetent computer-based networking skills; (3) lack of instructional materials and exemplary activities; (4) teachers' and students' insufficient ability in English; (5) limited access to computer networking facilities; (6) teachers' low motivation and spirit; (7) delayed or interrupted actions of participating schools; and (8) change of responsible teachers during the project. Successful computer networking in education requires: continuous education; technical support systems; consultation; organizational structures; and a positive culture in the school community. (Contains 24 references.) (AEF)

ED 395 568 IR 017 880

Windschitl, Mark; Andre, Thomas
Using Computer Simulations To Enhance Conceptual Change: The Roles of Constructivist Instruction and Student Epistemological Beliefs.
PUB DATE- 96

to use speech synthesis in writing. The remaining six lessons provide a short course in process writing. Some sketches for additional projects using speech synthesis also are included. Appendixes provide information about speech synthesis software for Apple Macintosh and DOS/Windows/Windows95 computers and suggestions for peer editing. (KC)

ED 395 111 CE 070 925

Woodruff, Barbara A.
"Licensed To Drive on the Information Superhighway." Final Report.
SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg. Bureau of Adult Basic and Literacy Education.
PUB DATE- 95
NOTE- 89p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Basic Education; *Computer Literacy; *Computer Networks; Computer Software; Computer Software Selection; *Electronic Mail; Guidelines; *Inservice Teacher Education; *Internet; *Professional Development
IDENTIFIERS- 353 Project

This report describes a project conducted for the following purposes: (1) research the new technologies that will be part of the upcoming information boom, popularly referred to as the "information superhighway"; (2) interview technical professionals in the scientific field to find out their feelings and predictions on the technology; (3) produce an easy-to-read training manual in the information superhighway including teaching suggestions for adult basic education instructors; and (4) disseminate the training manual throughout Pennsylvania. The project included a literature review, interviews with technical professionals, online research of the Internet, and interviews with educators. A basic staff development training manual was developed, consisting of 10 units. Topics covered in the manual are as follows: what is the information superhighway?; connecting to the information superhighway; network addresses; electronic mail; network newsgroups; Internet resources; commercial online service providers; starting up; and resources for adult education classes. A glossary, 24 references, and a planning form for Internet connection are provided. (KC)

ED 395 112 CE 070 927

Webster, Suzanne
Math Extra. Final Report.
SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg. Bureau of Adult Basic and Literacy Education.
PUB DATE- 95
NOTE- 134p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Basic Education; Curriculum Development; *Displaced Homemakers; *One Parent Family; *Problem Solving; *Remedial Mathematics; Underemployment; Unemployment; *Word Problems (Mathematics)

ED 395 131 CE 070 954

"What's the Buzz?" Pennsylvania's Adult Basic and Literacy Education Professional Development Newsletter. Final Report.
SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg. Bureau of Adult Basic and Literacy Education.
PUB DATE- 95
NOTE- 159p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Collected Works - Serials (022)
DESCRIPTORS- *Adult Basic Education; Adult Educators; Adult Learning; Adult Literacy; Adult Students; Computer Assisted Instruction; Educational Quality; Education Work Relationship; English (Second Language); High School Equivalency Programs; Homeless People; Limited English Speaking; *Literacy Education; Multicultural Education; *Newsletters; Professional Development; School Community Relationship; *Special Needs Students; Student Characteristics; Student Recruitment; *Workplace Literacy
IDENTIFIERS- 353 Project

The main objective of the "What's the Buzz?" newsletter project was to meet the professional development needs of adult basic and literacy educators in Pennsylvania, including teachers, tutors, counselors, and administrators. The project prepared and disseminated monthly, 10 issues of a 12-14 page newsletter. It was mailed to more than 4,200 adult educators in Pennsylvania and over 300 in other states. The newsletters included information from a variety of sources, including the following: research literature, the Pennsylvania Bureau of Adult Basic and Literacy Education, professional organizations, conferences and workshops, and practitioners in the field of adult basic and literacy education. Among the topics covered in the newsletters were the following: characteristics of adult learners; suggestions for working with special needs students; student recruitment; educational quality; integration of human services; workplace literacy; marketable skills; special learning needs; assisting the limited English proficient nonreader; English as a Second Language; instructional strategies and assessment; multicultural adult education; adult literacy for the homeless; computer-assisted instruction; literacy testing; and community linkages. (YLB)

ED 395 132 CE 070 955

When Bonds Are Broken: Family Literacy for Incarcerated Fathers and Their Children. 353 Final Report. Year Three. July 1, 1994 - June 30, 1995.
SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg. Bureau of Adult Basic and Literacy Education.
PUB DATE- 95
NOTE- 37p.; For related documents, see ED 348 474-475 and ED 367 874.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Basic Education; Adult Literacy; *Correctional Education; *Curriculum Development; English (Second Language); *Fathers; High School Equivalency Programs; Instructional Materials; *Literacy Education; Material Development; Parent Education; *Parenting Skills; *Prisoners; Program Development; Program Implementation

*Job Skills; Learning Modules; *Management Development; Postsecondary Education; Program Descriptions; Radiation; Staff Development; *Supervision; *Supervisory Training; Tests; Vocational Education; *Waste Disposal
IDENTIFIERS- *Radioactive Wastes

This module is part of a set of management and supervisor training (MAST) materials developed by the Department of Energy for the Waste Isolation Division. Its stated purpose is to enable trainees to define their responsibilities and authority as a manager or supervisor. The first section of the module is an introduction that includes a terminal objective and opening remarks intended to focus the trainees' attention on the subjects discussed in the module. Most other module sections begin with a list of enabling objectives. Many sections contain "critical incidents" or real-life occurrences at the Department of Energy's Waste Isolation Pilot Plant that relate to the section topic. Some illustrate effective management practices, and some illustrate ineffective ones. Each critical incident includes "lessons learned" information. Section topics include the following: roles of supervisors and managers; responsibility, authority, and accountability; delegation; defining job functions; and ownership. Contains 21 references and a practice test. Answers and feedback for the test are provided. (YLB)

ED 395 151 CE 071 574

Problem Solving and Decision Making. MAS-105. Waste Isolation Division (WID). Management and Supervisor Training (MAST) Program.
SPONS. AGENCY- Department of Energy, Washington, D.C.
PUB DATE- 96
NOTE- 43p.; For related modules, see CE 071 569-588.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Adult Education; Behavioral Objectives; Creative Thinking; *Decision Making; Decision Making Skills; Employer Employee Relationship; Group Dynamics; Hazardous Materials; Inventions; Job Skills; Learning Modules; *Management Development; *Problem Solving; Program Descriptions; Radiation; Role; Staff Development; *Supervisory Training; Tests; Vocational Education; *Waste Disposal; Work Environment
IDENTIFIERS- *Radioactive Wastes

This module is part of a set of management and supervisor training (MAST) materials developed by the Department of Energy for the Waste Isolation Division. Its stated purpose is to enable trainees to solve problems and make decisions in an efficient and effective manner. The first section of the module is an introduction that includes a terminal objective and opening remarks intended to focus the trainees' attention on the subjects discussed in the module. Most other module sections begin with a list of enabling objectives. Many sections contain "critical incidents" or real-life occurrences at the Department of Energy's Waste Isolation Pilot Plant that relate to the section topic. Some illustrate effective management practices, and some illustrate ineffective ones. Each critical incident includes "lessons learned" information. Section topics include the following: problem solving, creative thinking and innovation, decision making, idea generation techniques, and fostering an innovative work environment. A list of "smart moves" is included near the end of the module. Contains 20 references and a practice test. Answers and called GED Plus. A variety of information sources, including orientation sessions, brochures, telephone inquiries, and site visits to partner agencies, were made available to students to prepare them for one of at least three options: immediate employment, further training/education, and lifelong learning. Among the project's major outcomes were the following: 160 students attended a GED Plus program orientation session; 103 students enrolled in the adult education component of GED Plus; 30 students completed the entire GED test battery; 103 students participated in at least one career development workshop; 5 students enrolled for and completed ACC's spring 1995 semester; 19 students have registered for ACC's fall 1995 semester; and 13 students entered employment during/after completion of their adult education activities/GED certificate preparation. (Appendixes constituting approximately 90% of this document include the following: a program schedule; publicity materials; sample program evaluation forms; description of the program workshops and student comments regarding them; and student handouts distributed during the workshops, including handouts on critical thinking, self-evaluation, decision making, problem solving, and communication skills.) (MN)

ED 395 170 CE 071 613

The SCORE System. Final Report. 1994-1995.
SPONS. AGENCY- Texas Higher Education Coordinating Board, Austin.
PUB DATE- Aug 95
NOTE- 89p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Articulation (Education); Career Choice; *Career Counseling; Career Planning; Community Colleges; Educational Counseling; *Education Work Relationship; High Schools; *High School Students; Internship Programs; Job Search Methods; Job Training; Mentors; *Partnerships in Education; Questionnaires; Records (Forms); Referral; School Business Relationship; *Systems Approach; Two Year Colleges; Vocational Interests
IDENTIFIERS- Collin County Community College TX

Project SCORE (School and Community Offering Resources for Employment) was undertaken by Collin County Community College in Texas to develop a system to help McKinney High School students move with confidence from school to work and further education. The program, which was developed through the joint efforts of school and business/industry partners and others involved in school-to-work transition activities in Collin County, offers various school-based, work-based, and connecting activities/services, including the following: individual/group career assessments; career/life planning; job search skills training; occupational/educational selection assistance; adopt-a-student program (mentoring, job shadowing, internships); and information and referral (to colleges, business, and the community). The project has helped numerous students make successful transitions from school to work/further education and has strengthened vocational-technical education in Collin County by stimulating dialogue among business, community leaders, educators, parents, and students. (Appendixes constituting approximately 80% of this document contain the following: a list of project advisory council members; project forms; information about Project SCORE's internship program; a list of career assessment instruments; description of the career component; a career ladder employment system; a summer career college program; a school-to-work transition model

Secretary's Commisison on Achieveing Necessary Skills (SCANS) occupational assessment workplace know-how instrument, a sample that shows SCANS incorporation into course activities, and sample SCANS check sheet and student forms. Section 6 presents the following resources: a list of six contacts; 90-item environmental science/hazardous materials management textbooks and reference book list; list of 7 working references; list of 111 nonprofit organizations that offer possible job opportunities; list of 44 environmental publications; list of federal addresses; and articles for background research. Section 7 contains a sample program approval request. Section 8 is a sample application for approval of a new technical education program. (YLB)

ED 395 188   CE 071 672

Tech Prep Intergenerational Curriculum Development Project. Final Report.
SPONS. AGENCY- Texas Higher Education Coordinating Board, Austin.
PUB DATE- Aug 94
NOTE- 539p.; For the 1993 report, see ED 366 770.
LANGUAGE- English
EDRS Price- MF02/PC22 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Aging (Individuals); *Articulation (Education); Child Caregivers; *Child Care Occupations; College Programs; Course Content; *Curriculum Development; Educational Gerontology; Educational Resources; High Schools; *Intergenerational Programs; Learning Activities; *Older Adults; Postsecondary Education; Program Development; Program Implementation; Tech Prep; Transparencies
IDENTIFIERS- *Texas Tech University

A project was conducted at Texas Tech University to develop a competency-based curriculum to support statewide implementation of tech prep intergenerational programs (careers in providing services to well elderly persons and to children). Project activities included the following: (1) revision and expansion of the Intergenerational Target Occupations/Career Pathways Model on the basis of field testing; (2) provision of a 6-hour inservice training workshop on the curriculum for 77 teachers and administrators representing school districts from through the state and from school districts who were implementing the Intergenerational Professions course in fall 1993; (3) revision of the competency matrix and the "Tech Prep Intergenerational Guide"; (4) expansion of the intergenerational curriculum model to include postsecondary and advanced skills levels--three separate 6-year plans were developed for tech prep associate degrees in intergenerational professions, early childhood professions, and gerontology; and (5) sharing of project results statewide. (The majority of this document is made up of the instructional guide for intergenerational professions tech prep courses. The guide includes a matrix of competencies/scope and sequence, competencies coupled with teaching strategies for the courses, classroom activities, information sheets, resource lists, and sample lessons.) (KC)

ED 395 189   CE 071 675

Teddlie, Jessie; Stovall, Pat Weeks
Improvement of Special Populations Coordinators. Professional Development Project. Trainers' Manual and Participants' Guide.
SPONS. AGENCY- Texas Higher Education Coordinating Board, Austin.
PUB DATE- Jun 94

vocational training, and preparation for work and family roles. Gender/Ethnic Expectations Student Achievement (GESA) training and an introduction to sexual orientation as an equity issue training were planned. Past technical assistance included the following activities: help with developing and presenting local workshops on equity issues, such as equity awareness; choosing, entering, and completing nontraditional vocational programs; equity issues in tech prep and youth apprenticeship; curriculum strategies and activities; and sexual harassment. The project supported, coordinated, and expanded the Equity Resource Center at the University of Wisconsin-Stout started in 1993. (The brief report is accompanied by these appendixes: cadre participant list; cadre meeting agendas, evaluations, and list of handouts; GESA training agenda; 1995-96 Equity Resource Center guide that identifies and describes 339 print and audiovisual resources available from the Center; websites and listservs; newsletters; and 1995-96 composite report summary with data in table format.) (YLB)

ED 395 205 CE 071 729

Sklar, Holly
Jobs, Income, and Work: Ruinous Trends, Urgent Alternatives.
PUB DATE- Mar 95
NOTE- 122p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Competition; Dislocated Workers; *Education Work Relationship; Employer Employee Relationship; *Employment Patterns; *Employment Practices; *Employment Problems; Job Layoff; *Labor Market; Labor Turnover; Poverty; Public Policy; *Salary Wage Differentials; Tables (Data); Trend Analysis; Unemployment; Unions
IDENTIFIERS- Global Economy

This book examines recent trends in the areas of jobs, income, and work. Among the trends discussed are the following: upward redistribution of wealth; persistent impoverishment; less disposable income; lower wages and higher education; union-free labor and increasing numbers of "disposable" workers; competition for global corporations and free trading on cheap labor; rising U.S. unemployment; deceptive methods of measuring unemployment and underemployment; "technological unemployment"; attempts to hide bad economics behind scapegoats, blame women for illegitimate economics, and reduce welfare instead of poverty; unreversed discrimination; the locking up of "surplus" labor; the cycle of unequal opportunity; disinvestment and misinvestment; and unfair and unsustainable development. The need to include economic rights among human rights is emphasized. The following are among the policy elements said to be keys to a viable future: all-age social security; fair taxation and income support; work fair and full employment; shorter hours and shared work; workers' rights; environmentally sustainable development; conversion of the military-industrial economy; nonviolent conflict resolution; codes of conduct; corporate accountability; community investment and redevelopment; nondiscrimination; child caring; universal health care; equal educational opportunity; and participatory democracy. Twenty-one tables/figures and 215 reference notes are included. (MN)

ED 395 206 CE 071 734

Ntiri, Daphne Williams, Ed.

responsible for their children's actions. Often overlooked is the inadequate housing, poor health care, substandard educational opportunities, and other material and emotional deficiencies that may underlie the delinquency. In these circumstances, imprisonment may mean breaking up the family and reducing stability, and fines may mean taking money that would have been available for the sustenance of the child and family. (TS)

ED 395 224 CG 026 946

Kraushaar, Kevin; Alsop, Brent
A Naturalistic Experiment on Alcohol Availability Patterns of Consumption and the Context for Drinking.
SPONS. AGENCY- Otago Univ., Dunedin (New Zealand). Education Dept.
PUB DATE- 95
NOTE- 38p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Alcohol Abuse; Behavior Change; Behavior Patterns; *Drinking; Driving While Intoxicated; Field Studies; Foreign Countries; *Naturalistic Observation; Rural Environment; Social Environment; *Supply and Demand
IDENTIFIERS- New Zealand

Reduced alcohol availability following the closure of the sole hotels in two rural towns afforded a naturalistic experiment to study the effects of alcohol availability and context for drinking on consumption. Measures of consumption derived from interviews, total dollars of liquor sales, and police drink-driving data were compared across two experimental and two "control" towns and two other towns in the region. Results showed a marked reduction in liquor sales, a significant reduction in reported consumption on the last and all drinking occasions, reduced spending on alcohol, and less drunkenness, with no difference in the frequency of drinking occasions for experimental and control town residents. A reduction in the number of outlets therefore led to a reduction in consumption, through a change in patterns of consumption mediated by the context for drinking. (Contains 47 references. Two figures and five tables present data and statistical analysis.) (Author)

ED 395 225 CG 026 947

Caruso, Michele; And Others
An Evaluation of a Clinical Supervision Course Format.
PUB DATE- 8 Nov 95
NOTE- 15p.; Paper presented at the Annual Conference of the Midsouth Educational Research Association (November 8, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Clinical Experience; College Faculty; Counselor Attitudes; *Counselor Educators; Counselor Evaluation; *Counselor Training; Course Evaluation; *Curriculum Evaluation; Curriculum Research; Higher Education; *Instructional Effectiveness; Likert Scales; Practicum Supervision; Program Evaluation; *Supervisory Methods
IDENTIFIERS- Mississippi State University

A survey of doctoral students who had completed a course in clinical supervision was conducted to assess students' perceptions of the effectiveness of supervision training tasks. Of the 45 surveys mailed, 27 were returned. Results indicated incorporated by clinical instructors may be of value to those wishing to enhance their classroom presentations of these content areas. Although use of mass-marketed films in teaching psychopathology requires more involvement on the part of instructors (who need to point out inaccuracies, structure discussion, and actively integrate material with course syllabi and readings), the ambiguities presented by these films can offer certain pedagogic advantages. As in real-life diagnostic situations, the characters portrayed in many films do not conform perfectly to DSM (Diagnostic and Statistical Manual of Mental Disorders) criteria. Classes enjoy debating which diagnosis has the "best fit," much the same way as do professionals attending problem case conferences. This type of experience with critical thinking and clinical judgment prepares students for the unclear diagnostic situations they will eventually confront professionally. (TS)

ED 395 244 CG 027 055

Rohr, Michael E.
A Descriptive Study of the Behavior and Personality Characteristics of Adolescent Runaways Using the Personality Inventory for Children.
PUB DATE- 94
NOTE- 51p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Adolescents; *Behavior Disorders; Diagnostic Tests; Emotional Problems; Personality Assessment; *Psychological Characteristics; Psychological Evaluation; Psychological Patterns; *Psychopathology; *Runaways; Secondary Education
IDENTIFIERS- *Personality Inventory for Children; University of Tennessee Memphis

The phenomenon of adolescent runaway behavior is of critical concern to mental health professionals. Conceptualization, prediction, and treatment interventions are of extreme importance. This study sought to build upon prior research by using the Personality Inventory for Children (PIC). Previous research indicated that adolescent running away could be predicted with great accuracy. The current study extended the prior research by using a profile classification system (typology) as well as actuarial interpretive guidelines both associated with the PIC. The results indicated that the PIC classification system identified 93.4% of the runaway sample. In addition, this classification system had corresponding DSM-III tentative diagnoses associated with it. It was recommended that a more fruitful approach to conceptualizing the adolescent runaway and his/her family was to view it as emotional disturbance within the context of a dysfunctional family. It was further recommended that runaway programs use the PIC as a screening measure which would be useful for initial assessments, treatment interventions, and for referral purposes to other professionals when the adolescent and family left the runaway program. (Contains 54 references. Two figures and three tables present data and statistical analysis.) (Author/TS)

ED 395 245 CG 027 056

McDaid, Janet L.; Reifman, Arthur
Promoting Student Mental Health, Learning & Welfare: 1994-95 School Psychologist Time Study: Preliminary Report of Findings.
PUB DATE- 28 Aug 95
NOTE- 22p.; Funding provided in part by a grant from the Nordica

PUB DATE- 96
NOTE- 36p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12, 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Disabilities; Elementary Education; Exceptional Child Research; *Learning Activities; *Low Incidence Disabilities; *Mainstreaming; Performance; Special Health Problems; Student Behavior; Time Management; *Time on Task

This study examined the academic engaged time of six students with low incidence disabilities who were enrolled in general elementary classrooms. These students participated in regular classes for reading or math, and at least one other subject area. The academic engaged time of these students was compared to that of six students without disabilities enrolled in the same classes. The academic engaged time of students without disabilities in inclusive classrooms was further compared with six same-grade peers without disabilities who attended the same school but whose classes did not include children with low incidence disabilities. Three dependent measures were used in the study, including the frequency of observation intervals that students were engaged in academic responding, task management, and competing behaviors as defined within The Code for Instructional Structure and Academic Response-Mainstream Version (MS-CISSAR). Comparisons among groups were completed through the use of nonparametric statistical analyses. The primary results of the study were that: (1) there were no significant differences in the academic responding and task management behaviors of students (with and without disabilities) who were enrolled in general education classes; (2) significant differences were found between these two groups on the frequency of competing behaviors; (3) there were no significant differences between students without disabilities on the measures of academic responding and task management behaviors; and (4) significant differences were found between students without disabilities on the frequency of competing behaviors. Five tables present data and statistical analysis. Contains 16 references. (Author)

ED 395 264 CG 027 091

Pajares, Frank
Assessing Self-Efficacy Beliefs and Academic Outcomes: The Case for Specificity and Correspondence.
PUB DATE- 96
NOTE- 22p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Academic Achievement; Academic Aspiration; Classroom Research; *Educational Research; Elementary Secondary Education; Evaluation; Expectation; Individual Power; Learning Theories; Secondary Education; *Self Efficacy; Self Esteem; Self Motivation

Guidelines regarding self-efficacy assessment are highlighted in the first section of this paper. In the second section, the issue of specificity versus generality of measurement is clarified. And last, preliminary results of a study of eighth

Response; *Reader Text Relationship; *Reading Attitudes;
*Reading Motivation
IDENTIFIERS- *Lifelong Readers; *Response to Literature

A brief review of the literature on the various approaches which have been used to help children formulate their emerging attitudes towards reading and literature helps clarify the goal of creating lifelong readers. Samway (1991), discussing literature study circles, relates that students read the book they have selected, answer assigned questions, then evaluate each other's contributions. In Leal (1993), literacy peer groups, grades 3-6, carry on discussions about books of their choice without teacher directed questions. The Shared Inquiry Method (Criscuola, 1994) is an interpretive discussion group, with open-ended questioning by a teacher. Faust (1992) states that learning comes from reading and sharing reading. We learn by "overhearing" our own and others' meaning-making processes. The "literacy club" blends Criscuola's and Leal's methods, mid-point between teacher-directed and student-directed learning, as a guided learning approach. Through any of these four approaches, the goal of reading is to empower children to enter inside the book and, through discussion, share their feelings and thoughts about the story, and thus to become lifelong readers. (Contains five references.) (CR)

ED 395 283 CS 012 448

Chesney, Mailisha
Parents Reading with Their Children: Effects on Reading Ability.
PUB DATE- 27 Oct 95
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Early Experience; Emergent Literacy; Habit Formation; *Parent Participation; Parents as Teachers; Reading Ability; Reading Achievement; *Reading Aloud to Others; *Reading Attitudes; *Reading Habits; Reading Interests; *Reading Motivation; Reading Skills
IDENTIFIERS- Family Literacy

An examination of the literature on how parents reading with their children affects children's interest and ability in reading was informative. Especially useful were 3 articles--those of Scarbrorough, Dorbrich, and Hager (1991); Ridout (1992); and Martin (1993). The first article states that not all children follow in their parents' desire for them to love reading. Even though parents may read aloud to their children, some children are uninterested. Children who become poor readers typically amuse themselves with books, on their own, about 2-3 times a week, while children who become normal readers typically read daily. The Ridout article attests that when parents read very little to children and infrequently listen to them read aloud, the children will become poor readers. The focus in the article by Martin is on the benefits of reading aloud to one another for both adults and children. Children will learn how to read well only if they are read to from the time that they are young. (Contains 7 references.) (CR)

ED 395 284 CS 012 450

Reaching New Heights in Reading: Reading Studies Prepared for the State Board of Education.
PUB DATE- 95
NOTE- 67p.

idea units over the course of the intervention than did the control group; and (5) students' initial awareness of structure did not influence their rate of growth in the percentage of top-level idea units remembered. (Contains 71 references and 4 figures of data.) (RS)

ED 395 304 CS 012 476

Wrighton, Charlene A.
Creating Brain-Efficient Curriculum: An Analysis of the Changes Necessary To Create a Methodology and Curriculum that Enhances Student Achievement in Reading and Spelling.
PUB DATE- 2 Jun 95
NOTE- 13p.; Paper presented at the Annual Council for Exceptional Children Conference (74th, Orlando, FL, April 1-5, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Curriculum Development; Curriculum Problems; Early Childhood Education; *Language Arts; Phoneme Grapheme Correspondence; Phonics; *Reading Instruction; *Spelling Instruction; *Teaching Methods; Whole Language Approach
IDENTIFIERS- Educational Issues

It is upon a positive literature-based foundation that educators must build excellent curriculum and teaching strategies. It is the job of educators to be trained to integrate the concepts of whole language and direct phonetic instruction so children have the advantage of both schools of thought, to be aware of how children learn most efficiently, and to masterfully teach. Educators must take back their profession. They must teach teachers to become reading and spelling experts, they must commit to the education of preschool children, and they must help parents learn how to work with their children, readying them for the language arts. Some solutions to problems with traditional approaches to reading and spelling instruction are (1) teach the sounds and shapes of the entire alphabet in the daily presentation, postponing letter names and capital letters; (2) teach lowercase letters first; (3) use pictures that relate to the sounds of letters; (4) attach motor movement directly related to the picture/letter, establishing the sounds to the letters; (5) teach spelling as a vital part of the school curriculum; (6) give children books they can read; and (7) do not let reading and spelling errors go uncorrected. (RS)

ED 395 305 CS 012 478

Better Study Skills for Better Grades and Real Learning. ICPAC Information Series. Revised.
PUB DATE- 96
NOTE- 25p.; Printed on yellow paper.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Learning Strategies; Library Skills; Listening Skills; Mathematics Skills; Memory; Notetaking; Secondary Education; *Study Skills; Test Anxiety; *Test Wiseness; Time Management; Writing Skills

Adapted from a variety of sources, this booklet offers students tips about improving their study skills so that they can earn better grades and make the most of their talents. Topics discussed in the booklet are why students should work to improve their study skills; listening in the classroom; getting theoretical framework, which holds that learning is an active process in which learners "construct" their own knowledge, making it an essential part of themselves. SI leaders must therefore become "facilitators," people who help others learn, rather than "tutors" or "teachers" who dispense knowledge. A study was conducted at Black Hills State University, which has an open admission policy and high attrition and dropout rates in the first writing course. A pilot program in Supplemental Instruction was established at this college after the South Dakota Board of Regents mandated some specific form of remediation for students who were having difficulty. Five sections of English 101 were selected for the program. A diagnostic essay was administered at the beginning and end of the experimental, control and remaining (non-participating) sections. Results validated that the SI can help students improve writing skills, raise grades, reduce failure and lower attrition. A significant difference in improvement in scores appeared among the experimental sections, the control sections, and the remaining sections. One limitation of the study was that the scorers were aware that they were looking at end-of-the-semester essays; ideally, it would have been better if beginning- and end-of-the-semester essays had not been identified as such. (Contains 10 references.) (TB)

ED 395 324 CS 215 306

Ediger, Marlow
Writing, the Pupil, and the Social Studies.
PUB DATE- 96
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Class Activities; *Content Area Writing; Curriculum Enrichment; Elementary Secondary Education; *Social Studies; Student Needs; *Writing Exercises; Writing Skills; *Writing Strategies
IDENTIFIERS- *Writing Development; Writing to Learn

Social studies teachers need to stress the concept of writing in the social studies. A quality curriculum advocates that learners write across the curriculum. Creating experience charts, developing and writing outlines, writing book reports and developing various activities around library books read, and writing diary entries are all activities which provide meaningful writing experiences for learners. Teacher-guided pupil writings of log entries and the writing and keeping of journals also provide practice for learners to review previously studied material. Writing a formal dramatization from basal textbooks or library books offers learners an opportunity to work harmoniously within a committee. The writing of creative verse or folklore can emphasize ongoing lessons and units of study. Writing should stress positive attitudes and feelings of the involved learners. Diverse learning opportunities assist pupils to acquire relevant facts, concepts, generalizations, and main ideas so necessary in writing. Challenge and encouragement from the teacher should guide pupils to make continuous progress on an individual and group basis in writing. (CR)

ED 395 325 CS 215 310

Stay, Byron L.
A Guide to Argumentative Writing.

Communication Association (81st, San Antonio, TX, November 18-21, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Course Objectives; Critical Thinking; Higher Education; *Instructional Effectiveness; Program Evaluation; *Public Speaking; *Student Evaluation; Writing (Composition)
IDENTIFIERS- *Cameron University OK; *Communication Competencies; Comprehensive Assessment and Program Planning; Writing Prompts

In 1991, in response to a mandate from the Oklahoma State Regents for Higher Education, Cameron University developed a Communication Assessment Program to measure and assess the competency level of students in writing and speaking. The communications assessment sub-committee considered several options for assessing student skills in writing, speaking, and critical thinking. Finally, it decided students should respond to a written prompt. In the spring of 1994, the committee developed a course to meet assessment goals set forth by the university. The support system for the program was strong. Significant effort was made by administrators, faculty, and coordinators of the program to assist and support students in understanding and completing the assignments given in this course. To date, Cameron University has completed three communication assessment programs. Fourteen students participated in the first class. Aside from completing an essay and speech, students were tested on the Comprehensive Assessment and Program Planning (CAPP) Tests for critical thinking and English grammar. At the end of the course, student speeches were videotaped for evaluation. The evaluators determined that on a scale ranging from unsatisfactory to excellent, students gave satisfactory speeches. Responding to feedback about the course, the faculty offered a second assessment course in the fall of 1995. Again evaluators from other departments were trained as evaluators; again, the speeches were videotaped and found to be, on average, satisfactory. A third course was offered but test results are not in yet. The course is still being reviewed to improve it. (TB)

ED 395 345 CS 509 255

Mader, Diane Castellano
The Purpose and Challenge of Assessment: Organizing Assessment To Improve Student Learning and Maintain Faculty Ownership of the Process.
PUB DATE- 19 Nov 95
NOTE- 38p.; Paper presented at the Annual Meeting of the Speech Communication Association (81st, San Antonio, TX, November 18-21, 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- College Faculty; College Outcomes Assessment; Definitions; *Educational Objectives; *Evaluation Criteria; Higher Education; *Speech Communication; *Student Needs
IDENTIFIERS- Communication Competencies; *Evaluation Standards; *Faculty Attitudes; Nassau Community College NY

This paper discusses assessment in speech communication in terms of maintaining faculty control and the mandate of various

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- May 95
NOTE- 50p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Administrator Evaluation; Board Administrator Relationship; Elementary Secondary Education; *Evaluation Criteria; Evaluation Methods; Formative Evaluation; *Job Performance; Leadership; Models; Personnel Evaluation; *Portfolio Assessment; Summative Evaluation; *Superintendents

This guide book contains a model portfolio that is designed for use by school boards in evaluating school superintendents. It can also be adapted to evaluate central-office administrators, principals, and other school-level administrators. The portfolio provides for both formative and summative evaluation. The assessment is keyed to the superintendent's defined role and to 11 generic duties of the superintendency. The evaluation process is based on the CIPP framework of Context, Input, Process, and Product: (1) evaluate the district context; (2) seek out alternative improvement strategies; (3) monitor and assess implementation of the plan; and (4) gather and assess the evidence on outcomes. Data are to be collected from multiple sources--the superintendent, the board, teachers, staff, parents, and peer administrators. The guide book includes model forms for collecting and recording information. (LMI)

ED 395 365 EA 027 552

Horn, John D.
The Evaluation Role of School Boards: A Superintendent's Perspective.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jan 96
NOTE- 26p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Board of Education Role; *Boards of Education; *Educational Assessment; Educational Improvement; Elementary Secondary Education; Evaluation Criteria; *Evaluation Methods; *Superintendents

This handbook offers observations from the superintendent's viewpoint about the evaluation responsibilities of school board members and school boards. The handbook describes important features of the evaluation role of school boards and offers a detailed description of what the board should evaluate within the context of the districts--who the board should evaluate and which aspect of school operations it should assess. It is argued that boards should be responsible for focusing on the following areas: mission and priorities; values, beliefs, and philosophies; curriculum; planning and continuous improvement initiatives; relationships among system components; policy development and review; and support systems. The handbook asserts that the focus of evaluation roles is more on raising

School-Based Reform: Lessons from a National Study. A Guide for School Reform Teams.
SPONS. AGENCY- Department of Education, Washington, DC. Office of the Under Secretary.
PUB DATE- 95
NOTE- 85p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Research/Technical (143)
DESCRIPTORS- *Educational Change; Elementary Secondary Education; National Surveys; *School Based Management; *School Districts; *School Effectiveness; *School Restructuring; State Action

This guidebook was designed to be used as a resource by teachers and school administrators interested in implementing school-based reforms. It provides examples of promising reform strategies and lessons learned from a national study of school-based reform. The congressionally mandated study of Effective Schools Programs was conducted by an independent firm for the United States Department of Education during the 1991-92 school year. Data were obtained through a mail survey of 1,550 school districts, mail and telephone surveys of administrators at all state education agencies, and case studies of reform efforts in 32 schools in 5 states. The states included California, Connecticut, Kentucky, South Dakota, and Washington. Following the introduction, the second section describes the lessons learned from the case studies. The successful examples of school-based reform shared a core set of characteristics: a clear focus on creating more challenging learning experiences for all students; a school culture in which teachers worked collaboratively and had a voice in decisions that directly affected their ability to improve classroom practice; and opportunities for teachers and administrators to gain knowledge and build their professional capacity. The third section provides more detailed examples of schools involved in promising reforms. The fourth section discusses what district staff can do to support school-based reform: (1) serve as an initial stimulus; (2) assemble resources; and (3) offer a broader professional forum. Contains an annotated list of research and how-to resources. (LMI)

ED 395 385 EA 027 575

Types of Contact between Parents and School Personnel. Indicator of the Month.
PUB DATE- May 96
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Numerical/Quantitative Data (110)
DESCRIPTORS- Academic Achievement; Attendance; Educationally Disadvantaged; *Grade 12; High Schools; Minority Groups; *Parent School Relationship; *Parent Teacher Conferences; *Parent Teacher Cooperation; Private Schools; Public Schools; Student Behavior; Volunteers

This brief presents national statistics to determine reasons for school personnel contacting parents of 12th-grade students. Data are from the National Education Longitudinal Study (NELS) of 1988, conducted by the United States Department of Education, National Center for Education Statistics. Parents of 12th-grade students reported they were more likely to be and interviews with family members, participants, and support staff. Results indicated that participants' social networks were expanded, frequency of use of the videotelephones increased, communication was generally improved, and increases were noted in both independence and initiative. Appendices include protocol evaluation forms, communicative ability assessment tools, and interview guidelines. (Contains 90 references.) (PB)

ED 395 403 EC 304 796

Cooley, Sid
Suspension/Expulsion of Regular and Special Education Students in Kansas: A Report to the Kansas State Board of Education.
PUB DATE- 22 Nov 95
NOTE- 52p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Aggression; Antisocial Behavior; Behavior Disorders; Behavior Problems; Comparative Analysis; *Disabilities; *Discipline Problems; *Expulsion; Incidence; Learning Disabilities; Secondary Education; *Special Education; State Surveys; Student Characteristics; *Suspension; Violence
IDENTIFIERS- *Kansas

This study examined whether acts leading to suspension or expulsion of students with disabilities were different from those committed by other students, based on a survey of 441 Kansas secondary school principals. Students with disabilities were found to be more than twice as likely to be suspended/expelled than other students, with 87 percent of those suspended/expelled having been diagnosed with either behavior disorders or learning disabilities. These students represented 1 percent and 4.5 percent, respectively, of the Kansas student population, but each group made up 11 percent of those suspended/expelled. While no significant differences were found between the acts leading to suspension/expulsion by these students and those committed by students without disabilities, findings were taken to suggest that many students' Individualized Education Plans fail to adequately provide them with the skills they need to get along in society. Incidents involving assaults on teachers represented 2.2 percent of overall incidents, and firearms were involved in 1.8 percent of incidents. Students with and without disabilities were equally likely to commit violent acts or bring weapons to school. Statistics on suspension and expulsion are further analyzed by gender and ethnicity. Implications for special education objectives and practice are discussed. Appendices include surveys and survey request letters. (Author/PB)

ED 395 404 EC 304 797

Culross, Rita R.
Concepts of Inclusion in Gifted Education.
PUB DATE- Apr 96
NOTE- 11p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)

with Learning Disabilities in Transition Planning.
PUB DATE- 4 Apr 96
NOTE- 49p.; Paper presented at the Annual International Convention of the Council for Exceptional Children (74th, Orlando, FL, April 1-5, 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrator Attitudes; Educational Planning; *Education Work Relationship; Interdisciplinary Approach; *Learning Disabilities; Long Range Planning; Needs Assessment; *Planning; Postsecondary Education; Pupil Personnel Services; Secondary Education; Self Management; Special Education Teachers; *Student Participation; *Teacher Attitudes; *Transitional Programs

Secondary level transition team members (administrators, special educators, and related service personnel) were surveyed regarding their perceptions of involvement by students with learning disabilities in transition planning and provision of services and activities that foster student involvement. Factor analysis of the 427 responses revealed that special educators differed from administrators and related service personnel in their perceptions of transition planning. Special educators perceived lower levels of student involvement and provision of fewer services and activities related to self-reliance than did the other two groups. Special educators also desired greater provision of services to foster career/vocational goals in transition planning than the other two groups. Team members from all three groups desired a greater degree of student involvement in transition planning and related services and activities than currently exists. Findings suggest that professionals perceive "best practices" as described in the transition literature to be desirable program elements for students with learning disabilities. (Contains 36 references.) (Author/DB)

ED 395 422 EC 304 816

Thompson, Anne R.; Bethea, Leslie L.
Faculty and Staff Survey of Knowledge of Disability Laws and Recent Legal Decisions. Postsecondary Accommodations for Academic and Career Success.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- 96
NOTE- 17p.; For a student affairs staff survey, see EC 304 819.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Test, Questionnaires, Evaluation Instruments (160),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Accessibility (for Disabled); Classroom Techniques; College Faculty; College Students; Compliance (Legal); Court Litigation; *Disabilities; Due Process; Federal Legislation; *Knowledge Level; *Legal Responsibility; Postsecondary Education; School Responsibility; *Student Rights; Surveys; *Teacher Responsibility; Teacher Rights
IDENTIFIERS- Americans with Disabilities Act 1990; Rehabilitation Act 1973 (Section 504)

This document presents survey questions concerning rights of students with disabilities in postsecondary education and the

ED 395 440 EC 304 835

Kellogg, Ann, Ed.
All Means All: Including Students from Special Populations in School to Work Programs.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- Apr 95
NOTE- 483p.
LANGUAGE- English
EDRS Price- MF02/PC20 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Accessibility (for Disabled); Agency Cooperation; *Disabilities; Educational Legislation; Educational Objectives; *Education Work Relationship; Federal Legislation; *Inclusive Schools; Learning Disabilities; Minority Groups; Secondary Education; State Programs; *Transitional Programs; *Vocational Education; Vocational Rehabilitation
IDENTIFIERS- *School to Work Opportunities Act 1994; *Wisconsin

This resource guide assists Wisconsin educators in successfully including students with disabilities in school-to-work activities with appropriate support services. Section 1 provides an overview of the School to Work Opportunities Act and Wisconsin's state plan for developing a comprehensive school-to-work system integrated with federal efforts such as the Goals 2000 program and the Educate America Act. Section 2 provides information on special populations including legal definitions from various major federal laws and transition follow-up data from national and Wisconsin sources. Section 3 considers strategies for inclusion and covers vocational assessment practices, educational accommodations, vocational education provisions, and gender equity. Section 4 focuses on linking school-to-work efforts with existing human resources in a variety of related programs in Wisconsin. Section 5 reviews legislation and court litigation related to school-to-work program accessibility such as the Individuals with Disabilities Education Act and the Americans with Disabilities Act. Section 6 provides additional resources such as an article on how adults with learning disabilities define learning disabilities, a report on the needs of minorities with disabilities, and information on the role of employers. (DB)

ED 395 441 EC 304 836

Thompson, Anne R.; Bethea, Leslie
College Students with Disabilities. A Desk Reference Guide for Faculty and Staff.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- 96
NOTE- 34p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Accessibility (for Disabled); *Access to Education; Classroom Environment; *Classroom Techniques; College Faculty; College Students; Compliance (Legal); Court Litigation;

language centers in Thailand, Indonesia, Malaysia, and the Philippines. Throughout the Asian region, NESB teachers of English struggle with state-of-the-art communicative materials designed by native speakers for a principally native speaker teacher audience. The materials and methodology of English Language Teaching (ELT) usually overlook the fact that the language proficiency of the teacher using the materials may be less than native-like. English text materials often discuss content that is foreign and not effective for teachers and students. AELC remedied this problem by extensive training and consultation with the teachers who would use the course, thus making it more relevant to Asian educational settings and cultures. The first draft of the new course was tested out in August 1994; revisions were gathered from a post-trial teacher workshop. To develop English-as-a-Foreign-Language texts that are effective and meaningful teaching aids in Asian environments, it is vital that the Anglocentric models be abandoned in favor of the actual context in which the language will be learnt and used. (Contains 30 references.) (Author/NAV)

ED 395 460 FL 023 778

Epstein, Steve
Keeping a Cool Heart: Designing for Change at the Vientiane School of Law.
PUB DATE- 96
NOTE- 7p.; In: Crooks, Tony, Ed., ESP in Southeast Asia; see FL 023 776.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Change Agents; *English for Special Purposes; Foreign Countries; *Law Schools; Law Students; *Legal Education (Professions); Needs Assessment; Professional Education; *Reading Improvement; *School Restructuring; *Staff Development
IDENTIFIERS- Laos; Swedish International Development Authority; *Vientiane School of Law (Laos)

This paper outlines the changes and resultant strategy alterations that took place in the legal education system of the Lao People's Democratic Republic in 1991 and how these changes affected the Vientiane School of Law. In the late 1980s, the government was transformed from a centrally-governed economy into a market economy. The difficult task resulting was how to teach law students English, when it was not really clear what the legal system would be by the time they graduated. The English Department at the School of Law was established in 1993 with the appointment of an advisor funded by the Swedish International Development Authority (SIDA); it currently has 580 students, 22 classes, and 8 full-time staff. Faculty had to quickly become knowledgeable in the English language, teaching methodology, and legal knowledge. Success has been attained in the English language and methodology needs, however the legal knowledge needs require more time. Students, educated under traditional Buddhist monk teaching methodology or the inflexible, authoritarian French system, required assistance with critical thinking, research skills, and reading habits. Critical thinking and reading skills have been improved through the use of English-language case studies developed by the students, and research skills have been improved by a required, comparative legal paper writing activity. (Author/NAV)

ED 395 461 FL 023 779

LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Alaska Natives; Alphabets; Bilingual Education; Contrastive Linguistics; Geographic Distribution; Grammar; Linguistic Borrowing; Maps; *Native Language Instruction; Native Speakers; Nonverbal Communication; Number Systems; Phonology; Pronunciation; *Regional Dialects; School Districts; Sociocultural Patterns; Uncommonly Taught Languages; *Written Language; *Yupik
IDENTIFIERS- Alaska

The guide is intended for classroom teachers and school district personnel to use in planning and implementing bilingual education and native language instruction for Yup'ik populations in Alaska. Focus here is on the linguistic and sociocultural characteristics of the Central Yup'ik dialect and its speakers, especially as they relate to the school setting. Chapters address these topics: the study of language in general; an overview of the Eskimo and Aleut languages and the place of Yup'ik and other dialects in it; literacy and education in Central Yup'ik (development of Yup'ik writing, modern written Yup'ik, and bilingual education); Yup'ik compared with English, and implications for the teacher (differences in sounds, importance of pronunciation, grammar differences, Yup'ik grammar and local English, the teacher and Yup'ik-influenced English, discourse and non-verbal communication, borrowing words from one language to another, the Yup'ik numeral systems); and a brief note on Yup'ik Eskimo culture. Appended materials include a Yup'ik alphabet chart, bibliography, a list of further information sources, a list of districts serving Yup'ik-speaking students, and data on bilingual enrollments in Alaska. (MSE)

ED 395 483 FL 023 815

Leer, Jeff
Classroom Grammar of Koniag Alutiiq, Kodiak Island Dialect. Volume I: Units 1-20. Preliminary Draft.
PUB DATE- 4 Sep 90
NOTE- 349p.; "Written by Jeff Leer in consultation with Nina Zeedar and other elders."
LANGUAGE- English; Alutiiq
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Alaska Natives; Alphabets; *Folk Culture; Grammar; Legends; Linguistic Borrowing; Literacy Education; Morphology (Languages); Native Language Instruction; *Phonology; *Regional Dialects; Russian; Second Language Instruction; Tales; Uncommonly Taught Languages; Written Language; *Yupik
IDENTIFIERS- Alaska (Kodiak Island); Alutiiq; Orthography

This text for use in teaching Koniag Alutiiq, the Kodiak Island dialect of Alutiiq, contains 20 units on its phonology, morphology, and grammar. Each unit consists of 4 to 13 lessons. The alphabet used is one developed for the Kenai Peninsula dialect and adapted slightly for Koniag Alutiiq. The first unit focuses on phonological patterns and prosodic rules. The second addresses the treatment of number in grammar. Subsequent units present a comprehensive grammar. Each unit contains vocabulary lists and some units also include a folk tale text. The textbook was developed with the extensive assistance of Alaskan

Speaking; Program Administration; *Program Design; Screening Tests; Statewide Planning; Student Evaluation; Teaching Methods
IDENTIFIERS- Elementary Secondary Education Act Title VII

The guide is designed to help administrators, program directors, counselors, teachers, and other school personnel in providing instructional services for limited-English-proficient (LEP) students. The seven sections address these topics: identification and assessment for instructional and language proficiency levels; assessing for exceptionalities; program models (English as a Second Language, bilingual programs, sheltered instruction, immersion); funding sources (federal, state, local); instructional strategies and grading; teacher cultural awareness; and available materials and resource organizations. Appended materials include federal requirements, definitions, sample home language surveys, a list of languages currently in North Carolina, a report on a 1994-95 statewide home language survey, definitions of language proficiency levels and descriptors, selected oral proficiency tests in English and some native languages, selected achievement tests in some languages, selected tests for assessing some disorders, types of structured informal assessments, and the text of Title VII of the Elementary Secondary Education Act. (MSE)

ED 395 506 FL 023 850

Odlin, Terence
"Sorrow Penny Yee Payed for My Drink": Taboo, Euphemism, and a Phantom Substrate. CLCS Occasional Paper No. 43.
PUB DATE- 96
NOTE- 28p.; An abbreviated version of this paper was given as a public lecture in the Centre for Language and Communication Studies (Dublin, Ireland, 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Diachronic Linguistics; *English; English Literature; Foreign Countries; *Irish; *Language Patterns; Language Role; Language Usage; *Negative Forms (Language); *Scots Gaelic; Uncommonly Taught Languages
IDENTIFIERS- Euphemism; Ireland; *Language Contact; Scotland; Taboo Terms

Possible origins for the use of "sorrow" as a negation in Hiberno-English are considered. Much of the evidence examined here comes from English literature. It is concluded that the uses of "sorrow" as negator and as euphemism probably reflect Celtic substrate influence. Structural evidence indicates that "sorrow" negation has grammaticalized properties similar to those for "devil" negation. Geographical and chronological evidence suggests that "sorrow" negation developed early in Scotland and that it was restricted mainly to Scotland and Ireland. Cultural evidence shows "sorrow" negation to be part of a long-standing tradition of taboo and euphemism, one not unique to Celtic lands but certainly robust in those regions. Although several words in Irish and Scottish Gaelic are partial translation equivalents for "sorrow," only two have attested uses as negators and euphemisms for the devil: "donas" and "tubaiste." Of these, the former seems to have been an especially important word in Scotland and Ireland, although it may never have been a full-fledged negator in Irish. The most likely explanation for the spread of this distinctive negation type is that "sorrow" forms were first used by Scottish settlers in Ulster, providing superstrate influence for Irish speakers acquiring Hiberno-English. (MSE) they represent or are related to deference and demeanor behaviors. (MSE)

ED 395 526 FL 023 899

Tickoo, Asha
Seeking a Pedagogically Useful Understanding of Given-New: An Analysis of Native-Speaker Errors in Written Discourse.
PUB DATE- 92
NOTE- 16p.; For complete volume, see FL 023 890.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Journal Articles (080)
DESCRIPTORS- College Freshmen; Discourse Analysis; *Error Patterns; Foreign Countries; Higher Education; Language Research; *Language Styles; Linguistic Theory; Native Speakers; *Paragraph Composition; *Pragmatics; *Writing (Composition); Written Language

Two samples of college student writing, paragraphs from freshman compositions, are analyzed for presence or absence of two characteristics of literate prose, decontextualization and autonomy. Writing is decontextualized and autonomous when whatever is needed for its comprehension is included in the words of the text, and comprehension is not dependent on context or verbal cues, as is often the case with speech. It is argued that the writer's failure to decontextualize is, more specifically, due to violations of the constraints of the organization of given-new information, but that in order to understand this, a new conception of this organization is needed. Two additional discourse organizing principles are identified: (1) all new information must be to some extent given, and the more given information is the more felicitous information; and (2) all discourse constituents are not constrained by equally stringent givenness conditions. Examples are offered and discussed, and these new principles are applied to the texts in question. (MSE)

ED 395 527 FL 023 900

Bardovi-Harlig, Kathleen
The Telling of a Tale: Discourse Structure and Tense Use in Learners' Narratives.
PUB DATE- 92
NOTE- 20p.; For complete volume, see FL 023 890.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Journal Articles (080)
DESCRIPTORS- Discourse Analysis; *English (Second Language); Language Patterns; Language Research; Language Usage; Linguistic Theory; *Pragmatics; Second Language Learning; *Story Telling; *Tenses (Grammar); *Verbs

A study investigated the use of verb tense by learners of English as a Second Language (ESL) from the perspective of narrative structure. Subjects were 16 adult intermediate-level ESL learners of varied linguistic backgrounds and 24 native speakers of English. All attended an oral telling of a Hawaiian trickster tale, with a brief introduction, using pictures for some key words and proper and place names written on a blackboard. The presentation was also tape-recorded and played back. Each subject then retold the story to an interviewer and wrote it out in class. Use of verb tense in the narratives was then analyzed, first by describing tense distribution and then

LANGUAGE- English
EDRS Price- MF01/PC12 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- College Admission; *College Applicants; College Bound Students; College Entrance Examinations; *College Faculty; *College Housing; *College Libraries; Community Colleges; Degrees (Academic); *Enrollment; Enrollment Trends; Financial Aid Applicants; Graduate Students; Graduate Study; Higher Education; Private Colleges; Public Colleges; State Colleges; State Universities; Statistical Data; Student Financial Aid; Transfer Students; Tuition; Two Year Colleges; Undergraduate Study
IDENTIFIERS- *North Carolina

This statistical abstract presents 84 tables and 17 graphs which cover the current status of public and private higher education activities in the state of North Carolina in their quantitative aspect, from simple counts of enrollment and degrees conferred to complex analyses of the flow of student transfers among institutions, including state and private colleges and universities, community colleges, and two year colleges. Data were gathered in the summer and fall of 1995. The tables and graphs include both current and trend data in the areas of: enrollment, enrollment trends, undergraduate transfers, degrees conferred, faculty (including academic rank, gender, and highest degree held), library resources, tuition and fee costs to graduate and undergraduate students, admissions data (including Scholastic Assessment Test scores, high school class rank, and number of freshman and graduate applications received), student financial aid, and student housing are included. This information is intended to be useful to the public and to planners and educators in educational institutions and government agencies. Four appendices present information on sources of data, definitions of terms, and classification of discipline categories. (JPB)

ED 395 549 HE 029 208

Cochrane, Lorna J.; Saroyan, Alenoush
Educational Intervention for University Employees Confronted with Aggressive Incidents.
PUB DATE- Apr 96
NOTE- 39p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April, 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Aggression; *College Admission; Colleges; Foreign Countries; Higher Education; *Intervention; Personnel; Program Effectiveness; *Staff Development; Stress Management; Universities; Violence
IDENTIFIERS- Canada

This study investigated the effectiveness of an educational intervention designed to assist university staff in dealing with aggressive incidents. Participants in the study included 18 Admissions Office staff of a large Canadian research oriented university who had noted an increase in the number of aggressive incidents by rejected applicants. An ecological approach was utilized in designing the intervention, selecting a series of key features which comprised the content of the two-day workshop and based on which change was measured. Results of the study indicated that the intervention increased participants' sense of efficacy, their ability to identify a greater number of options to deal with aggressive incidents,

NOTE- 6p.; Paper presented at the Annual Conference of the American Educational Research Association (New York, NY, April 8-12, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Anatomy; *Cognitive Development; Cognitive Structures; College Students; *Computer Simulation; *Concept Formation; *Constructivism (Learning); *Epistemology; Higher Education; Physiology; *Student Attitudes

The objectives of this study were to: examine the potential interaction between students' epistemological beliefs and placement in a simulation condition (constructivist versus non-constructivist) on conceptual development; and to assess whether a constructivist computer simulation experience would result in a greater degree of conceptual change than a non-constructivist simulation experience. The sample consisted of approximately 250 non-biology majors enrolled in a human anatomy and physiology survey course at a large midwestern university. Fourteen sections of approximately 15 students each were randomly assigned to one of two conditions: (1) a confirmatory simulation condition in which students used a cardiovascular simulation in prescribed steps to resolve a set of 12 cases or; (2) an exploratory simulation condition in which the same cardiovascular simulation was used in a constructivist setting. Students with greater epistemological sophistication were found to do better in the exploratory simulation environment while students with less sophisticated beliefs about knowledge and learning achieved best in the more prescribed, confirmatory simulation environment. Additionally, this study provided evidence that an exploratory (constructivist) simulation experience could be more effective in altering learners' misconceptions than a confirmatory experience. (Contains 19 references.) (AEF)

ED 395 569 IR 017 881

Marttunen, Miika
Argumentation Analysis of the Content of E-Mail Studies.
PUB DATE- Apr 96
NOTE- 17p.; Paper presented at the Annual Conference of the American Educational Research Association (New York, NY, April 8-12, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Students; *Computer Mediated Communication; *Debate; *Discourse Analysis; *Electronic Mail; Evaluation; Foreign Countries; Higher Education; *Persuasive Discourse; Verbal Communication
IDENTIFIERS- University of Jyvaskyla (Finland)

Although there are earlier experiences from computer mediated communication (CMC) applications in which e-mail has been used as a forum for argumentation and debate, the literature lacks systematic analyses on the use of CMC for this purpose. This kind of analysis would produce knowledge on the relevance of CMC for practicing argumentation that is needed in developing study methods which could meet especially the goals of higher education. The research tasks of this study were: (1) to examine the level and development of argumentation and counterargumentation in the students' e-mail messages; and (2) to clarify associations between the quality and quantity of

IDENTIFIERS- 353 Project

A project adapted an existing problem-solving curriculum to help unemployed or underemployed displaced homemakers and single parents qualify for job placement and training. Forty-five adult learners from the New Choice program participated. Handouts adapted from a prior Math Employment project and instructor-created materials were used. Handouts from level 1 of the previous project were simplified even further. Instruction was supplemented with self-help groups. Findings indicated the following: 43 of 45 participants increased their math scores; 15 raised their scores 1-2 grade levels; and 28 raised their scores 3-5 grade levels using the Test of Adult Basic Education. Test scores from completion of teacher-generated word problems were substantially increased. Of the 45 participants, 28 entered training and 2 entered full-time employment. (Appendixes to the 11-page report include sample lesson plan, pretest, posttest, and participant survey form. The curriculum includes a chapter for each math concept. Chapter titles are as follows: introduction to word problems, English or standard U.S. measurement, perimeter and area, ratio and proportion, and percents. Each chapter has these components: objective, rationale, vocabulary, lesson methodology, handouts, and answer keys.) (YLB)

ED 395 113 CE 070 928

Fisher, Allison L.
McCoy Manor: A Model Family Literacy-Housing Authority Program. Final Report.
SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg. Bureau of Adult Basic and Literacy Education.
PUB DATE- 95
NOTE- 70p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Basic Education; Adult Literacy; *Basic Skills; Economically Disadvantaged; *Literacy Education; *Parent Education; *Parenting Skills; Participation; Preschool Education; *Public Housing; *Welfare Recipients; Workshops
IDENTIFIERS- 353 Project; *Family Literacy

A project operated a model, adaptable family literacy program in a housing authority that served 35 residents. Its objectives were to improve parents' basic skills and help them improve their ability to assist their children, to assist parents in learning appropriate expectations for their children and understanding individual differences, and to encourage enrolled parents to seek out other adult education training opportunities. Workshops were held at the housing project with parents in one room and children in another. Findings indicated the project was beneficial for students, especially in providing a link with other educational and community opportunities. The portfolio assessment aspect of evaluation was ineffective due to the transient nature of the population. The greatest barrier that the project faced was the reluctance of housing members to attend class due to its association with the "authorities." (Appendixes to the 11-page report include a 13-item bibliography, syllabus, lesson plan guide, inservice guide, advertisements, and portfolio with sample forms.) (YLB)

ED 395 114 CE 070 930

New Technologies for ABE/GED Classrooms. Special 353 Project

IDENTIFIERS- 353 Project; *Family Literacy
To break intergenerational patterns of literacy-related problems, four 10-week cycles of family literacy programming provided direct literacy and family literacy instruction for fathers incarcerated in Northampton County Prison. Participants included 10-12 fathers per cycle of 50 hours weekly in 6 hours of adult basic education, English as a Second Language, or General Educational Development preparation and in 6 hours of parenting skills instruction. A workshop format allowed fathers to develop weekly communication with their children through sending letters, pictures, drawings, games, and/or audiocassettes of fathers reading aloud to the children. Each group planned literacy-related activities for the biweekly visitation sessions with their children. The family liaison worker visited each home to assist with communication among the father, children, primary caregiver in the community, prison officials, and educational system officials. Volunteer tutors were trained to work with fathers on individualized educational plans and with the children as needed. After-parole class instruction in the community afforded a bridge to reintegration and the opportunity to continue the educational changes. (Contains 16 references.) (YLB)

ED 395 133   CE 070 956

Writing Instruction for "READers' Writings."
SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg. Bureau of Adult Basic and Literacy Education.
PUB DATE- 95
NOTE- 58p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; *Literacy Education; *Staff Development; *Teacher Student Relationship; Tutoring; Tutors; Volunteers; Volunteer Training; Workshops; *Writing Improvement; *Writing Instruction; Writing Skills
IDENTIFIERS- 353 Project
A project augmented instruction in writing skills given to learners in the Crawford County (Pennsylvania) READ Program with staff development that involved tutors and learners in a paired workshop setting. Four staff development workshops were conducted for tutor-learner pairs on improving writing instruction and skills. Four follow-up workshops were conducted within 6 weeks following the initial workshop to reflect on the experience, deal with questions and issues, and share writing. Participant evaluations showed overwhelming satisfaction with writing workshops. The quantity of writing submitted for publication in "READers' Writings" increased, both from workshop participants and nonparticipants. Improvement in written thought development occurred more rapidly in the participant group than in the nonparticipant group. Technical writing skills tended to progress at approximately the same rate in both groups. Five hundred copies each of two issues of "READers' Writings" were published and distributed. (Copies of the two issues are appended.) (YLB)

ED 395 134   CE 071 164

Walker, Bonnie
Injury Prevention for the Elderly. Field Test Instructor Coursebook.
SPONS. AGENCY- National Inst. on Aging (DHHS/NIH), Bethesda, MD.

feedback for the test are provided. (YLB)

ED 395 152 CE 071 575

Communications. MAS-106. Waste Isolation Division (WID). Management and Supervisor Training (MAST) Program.
SPONS. AGENCY- Department of Energy, Washington, D.C.
PUB DATE- 96
NOTE- 51p.; For related modules, see CE 071 569-588.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Adult Education; Behavioral Objectives; Employer Employee Relationship; Hazardous Materials; *Interpersonal Communication; Job Skills; Learning Modules; Listening; *Management Development; *Nonverbal Communication; Organizational Communication; Program Descriptions; Radiation; *Speech Communication; Staff Development; *Supervisory Training; Tests; Vocational Education; *Waste Disposal
IDENTIFIERS- *Radioactive Wastes

This module is part of a set of management and supervisor training (MAST) materials developed by the Department of Energy for the Waste Isolation Division. Its stated purpose is to enable trainees to communicate effectively in the workplace. The first section of the module is an introduction that includes a terminal objective and opening remarks intended to focus the trainees' attention on the subjects discussed in the module. Most other module sections begin with a list of enabling objectives. Many sections contain "critical incidents" or real-life occurrences at the Department of Energy's Waste Isolation Pilot Plant that relate to the section topic. Some illustrate effective management practices, and some illustrate ineffective ones. Each critical incident includes "lessons learned" information. Section topics include the following: methods of communicating; written communications; oral communications; nonverbal communication; and conduct of communications. A practice test follows. Answers and feedback for the test are provided. (YLB)

ED 395 153 CE 071 576

Planning. MAS-107. Waste Isolation Division (WID). Management and Supervisor Training (MAST) Program.
SPONS. AGENCY- Department of Energy, Washington, D.C.
PUB DATE- 96
NOTE- 39p.; For related modules, see CE 071 569-588.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Adult Education; Behavioral Objectives; *Goal Orientation; Hazardous Materials; Job Skills; Learning Modules; *Management Development; Organizational Development; Organizational Objectives; *Planning; Program Descriptions; Program Implementation; Radiation; Resource Allocation; Staff Development; *Supervisory Training; Tests; Vocational Education; *Waste Disposal
IDENTIFIERS- *Radioactive Wastes

This module is part of a set of management and supervisor training (MAST) materials developed by the Department of Energy for the Waste Isolation Division. Its stated purpose is to enable trainees to develop effective plans. The first section of the module is an introduction that includes a terminal presented statewide; project publicity materials; a list of 13 Project SCORE resources; and results of the Project SCORE evaluation.) (MN)

ED 395 171   CE 071 616

Computer Assisted Job Skill Evaluation (CAJSE). 1994-1995.
SPONS. AGENCY- Texas Higher Education Coordinating Board, Austin.
PUB DATE- 10 Aug 95
NOTE- 105p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Community Colleges; *Computer Assisted Testing; *Computer Software Development; *Courseware; *Job Skills; Statewide Planning; Student Attitudes; *Student Evaluation; Technical Institutes; Test Validity; Two Year Colleges; *Vocational Education
IDENTIFIERS- Texas

The Computer-Assisted Job Skill Evaluation (CAJSE) project was conducted to develop an evaluation software instrument that could be used in career and technical education programs throughout Texas to provide immediate performance evaluations in vocational-technical and career education. Ten instructors selected from vocational-technical education programs at Tarrant County Junior College attended workshops explaining the principles of software development. They then developed computer-assisted job skills evaluation software for their courses by converting existing evaluation tools into a job skills evaluation program called the Intelligent Questionnaire with the WriteOne. The instructors then used the CAJSE system in their courses and evaluated its effectiveness in clinical and laboratory settings. The effectiveness of the CAJSE project was evaluated by having 77 vocational-technical students use and rate the software. A factor analysis of the students' responses was performed. The CAJSE software was concluded to promote consistent job skill evaluation, provide comprehensive corrective feedback, produce student skills proficiency, and permit efficient use of instructional time. (Appendixes constituting approximately 75% of this document contain a 12-chapter manual explaining how to use the Intelligent Questionnaire with the WriteOne and examples of CAJSE templates and completed CAJSE evaluations.) (MN)

ED 395 172   CE 071 617

Women in Skilled Trades. PY95 Final Detailed Report.
SPONS. AGENCY- Texas Higher Education Coordinating Board, Austin.
PUB DATE- 1 Aug 95
NOTE- 34p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Maintenance; *Nontraditional Occupations; Program Development; Program Effectiveness; Skilled Occupations; Technical Institutes; *Trade and Industrial Education; Transitional Programs; Two Year Colleges; *Womens Education
IDENTIFIERS- *Building Maintenance; *North Lake College TX

The Women in Skilled Trades (WIST) project was developed to

NOTE- 438p.
LANGUAGE- English
EDRS Price- MF01/PC18 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Administrator Role; Competency Based Education; Guides; Inservice Teacher Education; *Learning Activities; Postsecondary Education; *Professional Development; Program Development; *Program Implementation; *Special Needs Students; Teacher Competencies; Transparencies; Vocational Education Teachers; *Workshops

This document reports on a project conducted at the University of North Texas to create inservice professional development programs for postsecondary coordinators of special populations education. The project created six 2-day regional training workshops, a series of sample student learning activities, and an updated training manual, using a modified DACUM (Developing a Curriculum) process. The majority of the document contains the training materials for postsecondary coordinators. Information and learning activities are provided on the following topics: (1) who are special populations?; (2) the new Perkins Act; (3) provisions of the Perkins Act; (4) full participation by special needs students; (5) institutional effectiveness draft; (6) documents used with special populations; (7) data collection; (8) proposal writing; and (9) staff development. Contains a glossary that defines 242 terms and an annotated resource directory that lists and describes 60 resources, including publications, agencies, and personnel. Workshop transparency masters also are included. (KC)

ED 395 190 CE 071 678

Non-Collegiate-Level Academic and Technical Leveling or Bridge Courses for Tech Prep Non-Completers. Final Report.
SPONS. AGENCY- Texas Higher Education Coordinating Board, Austin.
PUB DATE- 95
NOTE- 551p.
LANGUAGE- English
EDRS Price- MF02/PC23 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Students; *Articulation (Education); *College Programs; College Students; *Competency Based Education; *Curriculum Development; Drafting; Individualized Instruction; Learning Activities; Learning Modules; Mathematical Applications; Mathematics Instruction; Pacing; Reading Instruction; *Technical Education; *Tech Prep; Two Year Colleges; Writing Instruction
IDENTIFIERS- Texas State Technical College

A project at Texas State Technical College developed a curriculum to bridge the gap between the competency level of persons who enter college having completed the secondary component of a tech prep program and those who had not. The project used a technical advisory committee, two task forces, and a panel of experts to identify the competency profile of tech prep completers and to create a curriculum based on these competencies. (It was determined that students who had not completed a tech prep program possessed few, if any, of the competencies of those who had completed a tech prep program). The curriculum that was developed focused on competency-based, individualized, self-paced courses for mathematics, writing,

Evaluation in Adult Literacy Research. Project ALERT. Phase I.
SPONS. AGENCY- Michigan State Dept. of Education, Lansing. Office of Adult Extended Learning.
PUB DATE- 94
NOTE- 127p.; For the phase II report, see CE 071 735.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Black Education; Blacks; Community Education; Community Organizations; Cultural Differences; Educational Needs; Educational Research; *Literacy Education; Literature Reviews; Material Development; *Models; *Pilot Projects; *Program Development; *Program Evaluation; Questionnaires
IDENTIFIERS- 353 Project; African Americans; Detroit Literacy Coalition MI

The Adult Literacy and Evaluation Research Team (also known as Project ALERT) was a project conducted by the Detroit Literacy Coalition (DLC) at Wayne State University in 1993-1994 to develop and pilot a user-friendly program model for evaluating literacy operations of community-based organizations throughout Michigan under the provisions of Section 353 of the Adult Education Act. First, background information regarding the theory of adult learning and African American attitudes toward adult learning was obtained through a literature review. Next, a three-phase questionnaire process that focused on formative outcomes was conducted to arrive at the final evaluation instrument, which was pretested and determined to be impartial, multiculturally sensitive, cost efficient, user friendly, and nonthreatening. The evaluation instrument is slated to undergo extensive testing in volunteer literacy programs throughout Michigan, including in programs in rural and culturally diverse locations. (Eighteen figures and 26 references are included. Nine appendixes constituting approximately 60% of this document contain the following: glossary; adult literacy program instruments; model indicators; DLC policy statement, overview, board of directors, mission profile, and services and primary goals; profile of literacy providers contacted; and Project ALERT timelines.) (MN)

ED 395 207 CE 071 735

Ntiri, Daphne Williams, Ed.
Evaluation in Adult Literacy Research. Project ALERT. Phase II.
SPONS. AGENCY- Michigan State Dept. of Education, Lansing. Office of Adult Extended Learning.
PUB DATE- 96
NOTE- 104p.; For the phase I report, see CE 071 734.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Black Education; Blacks; Community Education; Community Organizations; Cultural Differences; Educational Needs; Educational Research; Evaluation Criteria; *Literacy Education; Literature Reviews; Material Development; *Models; Pilot Projects; Program Development; *Program Evaluation; Questionnaires; *Self Evaluation (Groups); *Self Evaluation (Individuals); Student Attitudes; Tables (Data); Teacher Attitudes; Tutors; Voluntary Agencies
IDENTIFIERS- 353 Project; African Americans; Detroit Literacy Coalition MI

This document contains an evaluation handbook for adult literacy programs and feedback from/regarding the evaluation instruments that the majority of respondents agreed or strongly agreed that all training tasks were effective in facilitating supervision skills. In particular, the respondents found that the most productive supervision tasks were the presentations of a developmental model of supervision and 1 hour per week of individual supervision of counselor trainees. Respondents reported that the least productive tasks were the viewing of videotapes of other supervisors in order to obtain personal growth readings and understand counselor trainees' developmental issues. It is suggested that further research be conducted comparing the perceptions of satisfaction reported by counselor trainees who were supervised by trained staff with the perceptions of satisfaction reported by trainees who were supervised by staff with no supervision training. The developmental process experienced by supervisor trainees during training warrants further investigation. Contains 12 references. (TS)

ED 395 226   CG 026 948

Dalfin, Chaim
Value-Oriented Cognitive Therapy: An Application of Chassidic Teachings.
PUB DATE- 95
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Cognitive Restructuring; *Group Therapy; *Judaism; Psychotherapy; Religious Cultural Groups; Therapeutic Environment
IDENTIFIERS- *Farbrengens; *Hasidim; Religious Practices; Spiritual Development

The Chassidic approach to self-improvement includes an event called the "Farbrengen"--a Yiddish term meaning an informal gathering. At its best, it is a gathering in which Chassidim talk with each other about private issues, and may be considered the equivalent of group therapy. During a Farbrengen, Chassidic melodies which have no words are sung. Meditative and inspirational in nature, they often bring the singer and listener to the verge of tears, and many people have testified that hearing these melodies was the first step toward a true return to God. The wordlessness of the songs suggests the openness of the meeting, going beyond the limitations of language. Traditionally, some alcoholic drink is shared at a Farbrengen, as a small amount of alcohol can be a "heart opener," lessening the intellectual defenses which tend to hold back participants' true emotions. When a Farbrengen's participants toast "L'chayim!" (to life) they loosen themselves in their corporeality and begin to open themselves to the truth by sharing with others what is in their hearts and on their minds. Additionally, the Farbrengen's leader usually tells stories of righteous and heroic people of the past or stories about people he has known. These stories come alive because one can see the character transformation in the person who tells the story. Here was a living being who practiced what he preached, who had internalized what he had learned, and expected the same of others. (TS)

ED 395 227   CG 026 958

Sheldon-Keller, Adrienne; West, Malcolm
Attachment within the Agency/Communion Paradigm.

Foundation.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Ancillary School Services; Elementary Secondary Education; Program Descriptions; Program Evaluation; *Psychological Services; *School Counseling; *School Psychologists
IDENTIFIERS- *San Diego Unified School District CA

Psychology services provided to children and youth in San Diego (California) City Schools (SDCS) were the subjects of this study. The key research question addressed in this preliminary report explores how psychologists used their time at school sites to promote student mental health, learning, and welfare during 1994-95. Data was collected by SDCS school psychologists using a Student Data Log designed specifically for this base line study. Thirty-two schools were selected for the study based on two criteria: (1) complete record-keeping by the site psychologist over the school year; and (2) representiveness of the sample schools to local demographics and geographic locations. The three general implications of this study's findings for practice and service delivery were: (1) psychologists serve a wide range of students comprising over one-quarter of the district's enrollment annually and spanning across general education and exceptional programs, preschool through early adulthood; (2) psychologists deliver services that have considerable impact on the mental health, learning and welfare of children and youth; and (3) psychologists need to integrate ongoing research activities among their best practices. Five appendices present survey and evaluation instruments, a list of participating schools, school psychologist job description, and psychologists' report samples. (TS)

ED 395 246 CG 027 058

Niedergang, Mark; McCoy, Martha L.
Can't We All Just Get Along?: A Manual for Discussion Programs on Racism and Race Relations. Second Edition.
SPONS. AGENCY- Topsfield Foundation, Pomfret, CT. Study Circles Resource Center.
PUB DATE- 94
NOTE- 47p.; For earlier edition, see ED 351 430.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Cooperative Learning; Cultural Interrelationships; *Cultural Pluralism; *Group Activities; Groups; Racial Attitudes; *Racial Relations
IDENTIFIERS- *Study Circles

The "basic building blocks" for a discussion program concerned with the issues of racism and tensions among racial and ethnic groups are contained in this manual. It presents the core materials for five discussion sessions and general information on the study circle process: study circles--small-group, democratic, participant-driven discussions--provide a flexible tool for dialogue. Because the study circle philosophy encourages a participant's respectful listening to everyone's experiences and views, study circles are ideal for addressing an important and sensitive issue such as race relations. The graders (n=172) are presented which demonstrate that: (1) the optimal level of specificity of any efficacy assessment depends on the complexity of the performance criteria with which it is compared; and (2) judgments of competence need not be so microscopically operationalized that the assessment loses all sense of practical utility. When a criterial task of interest is relatively broad, such as term grades, self-efficacy judgments can be tailored to these levels and still remain highly predictive. Various forms of self-referent thought measured at various levels of specificity can also prove useful outside the research arena as diagnostic and assessment tools--they can provide teachers and counselors with information regarding students' dispositions, and results may be useful in helping to understand affective influences on performances that do not easily lend themselves to microanalytic analysis. Table 1 presents Bandura's guidelines (1986) regarding the specificity and correspondence of self-efficacy and performance assessment. Table 2 presents sample self-efficacy items. A figure presents correlations between different levels of self-efficacy assessment and differing students performance outcomes. (TS)

ED 395 265 CS 012 404

Licciardo-Musso, Lori
25 Terrific Literature Activities: Motivating Projects and Strategies for Readers of All Learning Styles. Grades 4-8.
PUB DATE- 96
NOTE- 72p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Class Activities; Cognitive Style; *Critical Reading; Intermediate Grades; Junior High Schools; Learning Activities; *Literary Criticism; *Literature Appreciation; Middle Schools; Prior Learning; Reading Comprehension; Reading Improvement; Thinking Skills
IDENTIFIERS- *Response to Literature

The strategies in this book, geared for students from grades 4-8, are designed to bring literature to life for students, and to encourage students to become lifelong readers. The first section of the book presents four "'Into' Activities" that are designed to get students excited and curious about what they are about to read and to build students' background information. The second section of the book presents 19 "'Through' Activities" that are used to promote comprehension and to develop critical thinking and an appreciation of language. The third section of the book presents seven "'Beyond' Activities" that are used to celebrate and evaluate a piece of literature. (RS)

ED 395 266 CS 012 411

Donoghue, Mildred R.
Incorporating Literature in the Primary Grades To Promote Mathematics as Communication: NCTM Standard #2.
PUB DATE- May 96
NOTE- 8p.; Paper presented at the Annual Meeting of the West Regional International Reading Association (16th, Bellevue, WA, March 15-16, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..."

LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Correlation; Elementary Secondary Education; Low Income; Program Effectiveness; *Reading Achievement; *Reading Programs; Reading Research
IDENTIFIERS- Education Consolidation Improvement Act Chapter 1; *Mississippi

Through the leadership of the Mississippi Board of Education, the Mississippi Department of Education conducted two separate studies of the reading programs offered in the state. The first study examined statewide trends in reading achievement and compared selected school districts' data with data from the National Assessment of Educational Progress. Data were then compiled into profiles in which school district achievement scores were grouped into 3 categories: high, mid-range, and low. Although differences in practices between high and low achieving districts were noted, conclusions were not offered as to the degree to which any single factor may have impacted reading achievement. The second study identified characteristics of the reading programs in 107 Mississippi schools and correlated those characteristics to factors which might impact achievement. Each of the schools in the second study participated in Chapter 1 with an average poverty level of greater than 90% according to data from the National School Lunch Program. Reading achievement scores were correlated to variables such as staff development activities, reading readiness programs, early intervention efforts, and summer school programs. (Contains 25 unnumbered charts and 5 figures of data. Appendixes provide 2 survey instruments.) (RS)

ED 395 285 CS 012 451

Lambert, Judy C.; Hood, Joyce
Listener Feedback to Developing Readers' Miscues.
PUB DATE- Apr 96
NOTE- 40p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12, 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Beginning Reading; Feedback; *Listening Habits; Miscue Analysis; *Oral Reading; Primary Education; Reading Research; Reading Skills; Student Behavior
IDENTIFIERS- *Listening Reading Relationship; *Reading Behavior

A study investigated the diversity in listener responses to student behaviors during oral reading. Participants were four beginning readers in grades one through three. The adult listeners included the child's classroom teacher, a listener from the home, and a reading teacher and/or one or more reading tutors. The children were videotaped reading a different but comparable book with each listener. Transcripts of 13 sessions, including miscues, corrections, and other responses and interactions were coded and analyzed to determine variation. Results indicated that these young readers faced a lot of variety, and that patterns of reader and listener behaviors seemed interrelated in very complex ways. Listeners seemed to have a preferred response to miscues and differed considerably in the amount of chance they allowed readers to catch and correct their own errors. Listeners also varied greatly in their demand for accuracy when meaning was not distorted by the miscue. Most young readers were allowed to do only very short the most from textbooks; note taking; the Cornell note-taking system; how to write well; improving math study skills; how to do well on essay tests; how to do well on objective tests; test anxiety; more tips on studying; time management; using the library; and improving memory. (RS)

ED 395 306 CS 012 480

Kieffer, Ronald D.; And Others
Questions about Portfolio Processes. Instructional Resource No. 28.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 96
NOTE- 27p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Audience Awareness; Class Activities; Elementary Secondary Education; *Portfolio Assessment; Portfolios (Background Materials); *Teacher Developed Materials; Teacher Student Relationship
IDENTIFIERS- Purpose (Composition)

Portfolio process differs according to learners' purposes, audience, ownership, and the teacher's philosophical views of learning and evaluation. In a yearlong investigation of portfolio process, the teacher-researchers developed their own portfolios along with their students. This instructional resource illustrates a multi-purposed, multiple process view of portfolio assessment and suggests decision making that accompanies eight elements of portfolio process--questions, purpose, audience, expectations, collection, selection, organization, and reflection. Teachers are encouraged to develop their own portfolios along with their students as a way to model the process, reflect upon their teaching practices, and support students' ongoing learning. Contains 18 references and additional resources. (Author/RS)

ED 395 307 CS 012 481

Pellegrini, A. D.; Galda, Lee
Oral Language and Literacy Learning in Context: The Role of Social Relationships. Reading Research Report No. 57.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 96
NOTE- 26p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Emergent Literacy; Kindergarten; *Learning Processes; Oral Language; Peer Influence; *Peer Relationship; Primary Education; Sex Differences; *Social Influences

A study examined the effects on early literacy learning of two dimensions of learning contexts: formality (peer writing and pretend play) and social relationships (friends and acquaintances). Same gender dyads of kindergarten friends were observed in peer writing and pretend play settings across the school year. A total of 33 males and 23 females participated. Observational measures of literate language and emotion language were collected across a 9-month period, as were proximal and distal measures of reading and writing. Results indicated that (1) the emotional tenor of close relationships

PUB DATE- 96
NOTE- 205p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Audience Awareness; Critical Reading; Critical Thinking; Higher Education; *Persuasive Discourse; *Writing Skills; *Writing Strategies
IDENTIFIERS- Oral Presentations; *Rhetorical Strategies; Writing Contexts; *Writing Thinking Relationship

This book emphasizes the role of critical thinking and reading skills in the development of persuasive writing. The book also introduces several different methods to teach argument (for example, those of Aristotle, Stephen Toulmin, and Carl Rogers) as a way of giving students the freedom to find the systems that work best for them and to find ways of incorporating these systems into their writing and thinking. Following a brief introduction, the 10 chapters in the book are: Purposes of Argument; Analyzing Arguments; Writing Claims and Defining Terms; Knowing Yourself; Knowing Your Audience; Assembling the Written Argument; Writing the Evaluative Argument; Writing the Proposal; Preparing Oral Presentations; and Conclusion. An appendix contains several examples of argumentative writing for each chapter in the book. (NKA)

ED 395 326 CS 215 313

Isaacs, Emily
Learning To Value Our Different Teaching Styles.
PUB DATE- Mar 95
NOTE- 6p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (46th, Washington, DC, March 23-25, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Educational Experience; Higher Education; Teacher Attitudes; Teacher Background; Teaching Methods; Teaching Styles; *Writing Instruction; *Writing Teachers
IDENTIFIERS- Pedagogical Intelligence; *Teaching Perspectives

The experience and identity of the writing teacher clearly impacts that teacher's pedagogy. Pedagogies are a result of many influences and forces, including conferences, training, articles and books read, but they are also formed from experiences as students, learners, and teachers. To acknowledge the experiential and personal influences on personal teaching styles might lead to understanding and valuing individual teaching styles. Before a pedagogy can be critiqued or revised, it needs to be understood. There is value in teachers exploring their own educational experiences as well as imagining ways in which their pedagogies can be an extension of their personalities and beliefs, rather than a contradiction to them. (CR)

ED 395 327 CS 215 318

Canton, Alan N.
The Silver Pen: Starting a Profitable Writing Business from a Lifetime of Experience. A Guide for Older People.
PUB DATE- 96
NOTE- 378p.
LANGUAGE- English

accrediting bodies. The paper (1) explains the importance of assessment; (2) defines assessment; (3) explains the different levels of assessment; (4) identifies obstacles to assessment; and (5) identifies the challenge of assessment for speech communication. The first section explains why faculty within the communication department should initiate assessment; how assessment can promote the centrality of speech communication in general education; how assessment is mandated; and how assessment can help to improve programs and teaching. The second section considers how assessment appears from the various perspectives, including accrediting agencies, deans or administrators, the public, and the assessors themselves. The third section explains the importance of a pretest to evaluate students as they begin their major--the purpose of assessment is to demonstrate the effectiveness of a major. This section also discusses course assessment. The fourth section explains that many people do not know what assessment is; that some faculty are suspicious of assessment; and that others are just "inert," reluctant to take on the commitment. The fifth section examines the notion of communication competency and how assessment can assist in defining and validating it. Contains 28 references. Appendixes present various goals at Nassau Community College (New York) and worksheets for assessment. (TB)

ED 395 346 CS 509 256

Wolff, Denelle
Performance Appraisal Research Applied to Forensics.
PUB DATE- Nov 95
NOTE- 23p.; Paper presented at the Annual Meeting of the Speech Communication Association (81st, San Antonio, TX, November 18-21, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Attitude Measures; *Debate; *Educational Objectives; Evaluation Methods; Higher Education; Occupational Surveys; Public Speaking; Research Methodology; Student Centered Curriculum; *Student Evaluation; *Student Needs; *Teacher Student Relationship
IDENTIFIERS- *Debate Coaches

A study examined the extent to which college level forensics coaches incorporate appraisal techniques into the forensics setting. A survey, based on a review of organizational literature, was distributed to coaches at a midwestern forensics tournament. Thirty-five surveys were distributed and 17 were returned for a response rate of 48%. The survey consisted of nine close-ended questions and three open-ended questions. Survey questions measured coaches' practices and attitudes regarding three key elements of performance appraisal research: (1) a supportive climate, (2) goal setting, and (3) participative or employee-centered goal setting. Results indicated that even though some coaches are using these techniques in coaching, a greater number of coaches agree with the concepts than are actually using them. Results also showed that coaches have widely adopted strategies for generating a supportive climate. Yet taking this supportive climate to the extent of participative goal setting is not as commonly practiced. The key seems to be letting students do the talking, because only they truly know what they want out of a given activity. Participative goal setting allows coaches to find out about the goals of individual competitors. Because the students the right questions than on promoting answers. In general, boards should pay more evaluative attention to those aspects of school governance that hold more promise for long-term improvements. (Contains 13 references.) (LMI)

ED 395 366 EA 027 553

Stearns, Kathryn
School Reform: Lessons from England. A Special Report.
PUB DATE- 96
NOTE- 125p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Reports - Research/Technical (143)
DESCRIPTORS- Access to Education; *British National Curriculum; Decentralization; Educational Change; Elementary Secondary Education; Foreign Countries; Free Enterprise System; *Governance; Higher Education; *Institutional Autonomy; Politics of Education; *School Based Management; *School Choice; School Restructuring; Standards; State School District Relationship
IDENTIFIERS- *England

Within the past decade, the British government imposed a national curriculum, embraced open enrollment, and shifted decision-making authority away from the district offices to the schools themselves. This report describes England's scheme of local management and gauges its impact on various aspects of the education service. It also examines grant-maintained schools and city technology colleges. Data were obtained through observations and interviews conducted at school sites. Following the foreword by Ernest L. Boyer, chapters 1 through 3 focus on three key topics--standards, school autonomy, and school choice. The fourth chapter summarizes the findings, which include: (1) Statehouses and school boards seeking to raise curriculum standards must seek the advice and willing participation of teachers and parents; (2) a carefully crafted curriculum framework can help, rather than hinder, teachers; (3) new assessment techniques must be clearly stated, piloted, well funded, and supported by education's various constituents; (4) local management and financial delegation offer schools the flexibility to tailor resources to particular needs; (5) self-governing schools run the risk of threatening a planned and integrated system of education dedicated to equal access; (6) the quest for greater autonomy within schools must not jeopardize accountability to democratically elected institutions; (7) there are limits to parental choice; (8) per-capita funding and a competitive market force schools to become rivals striving to gain an advantage; and (9) change should be implemented for educational advantage, not political expediency. A list of schools participating in the site visits, endnotes, and an index are included. (LMI)

ED 395 367 EA 027 554

Dunn, Rita
How To Implement and Supervise a Learning Style Program.
PUB DATE- 96
NOTE- 71p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

contacted by school personnel regarding the academic performance of their child than about their child's behavior. Private school personnel tended to contact parents of seniors to request volunteer service or to discuss the child's post-high school plans, while public school personnel tended to contact parents of seniors about their child's academic performance. Parents of white seniors were more likely than those of black, Hispanic, or Asian seniors to be asked to volunteer at school. School personnel were more likely to contact black parents than white or Hispanic parents to inform them how to help their child with school work. Parents of seniors in economically disadvantaged schools were more likely than parents of seniors in nondisadvantaged schools to be contacted about academic performance or academic programs. Parents in rural schools were the least likely to be contacted about attendance, and parents in urban schools were the least likely to be contacted by school personnel requesting parent volunteers. Parents who had a bachelor's degree or higher or whose children scored high on achievement tests were more likely to be called by school personnel regarding their child's post-high school plans and to be asked to volunteer than were other parents. (LMI)

ED 395 386   EA 027 576

Slater, Judith J.
Anatomy of a Collaboration: Study of a College of Education/Public School Partnership. Garland Reference Library of Social Science Series, Volume 951. Critical Education Practice Series, Volume 6.
PUB DATE- 96
NOTE- 224p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Research/Technical (143)
DESCRIPTORS- *Agency Cooperation; *Bureaucracy; Elementary Secondary Education; Group Dynamics; Hermeneutics; Higher Education; *Organizational Climate; *Organizational Communication; Organizational Development; Politics of Education; *Power Structure; Public Schools; *Resistance to Change

This book presents a case study that describes the difficulties involved in collaborative efforts between public school bureaucracies and university teacher-education organizations. The book is situated in the larger context of educational reform. Each chapter is centered around the question of how to overcome the intractability of bureaucracy, especially when reforms involve the collaboration of bureaucratic organizations. Based on this conceptual framework, the book delineates procedures for organizational learning through an examination of Project Co-STAAR (Collaborative School to Achieve Academic Restructuring), a cooperative venture between the Dade County, Florida, schools and the College of Education at Florida International University to create a public relief school. Data were obtained through interviews, participant observation, and in situ diagnosis of the 2-year negotiation process. The first chapter explores the conditions within schools that perpetuate the status quo, particularly, the lack of clear goals, dissolution of communities, and lack of full participation. Chapter 2 presents an overview of the methodology. Chapter 3 presents the history and context of the project using a semiotic approach to describe the process, events, words, behaviors, and objects that carry meaning for members of the two communities. A description of the process of

DESCRIPTORS- *Ability Grouping; *Delivery Systems; Elementary Secondary Education; *Gifted; Grouping (Instructional Purposes); Homogeneous Grouping; *Inclusive Schools; Regular and Special Education Relationship; Student Needs; *Student Placement; *Talent

This paper examines implications of the movement toward inclusive schools for gifted and talented students, focusing on specific issues involved in considering whether or not gifted students should be served in a regular classroom setting. Key questions discussed include the ability of the regular classroom to meet the gifted student's needs, the impact on self-concept and other nonacademic factors of inclusion versus special classes, and the costs of serving gifted/talented students separately. Research addressing these questions is examined, and is generally found to support ability-level grouping as the most effective approach to meeting gifted students' cognitive and affective needs, although a shortage of empirical research on placements and outcomes of these students is noted. It is argued that the moral and philosophical arguments for inclusion of students with disabilities do not necessarily extend to inclusion of gifted and talented students, and that homogeneous grouping frequently provides the least restrictive environment for these students. (Contains 20 references.) (PB)

ED 395 405 EC 304 798

Paterson, John
Deaf Culture's Impact on Educational Programs for the Deaf in Australia.
PUB DATE- Apr 96
NOTE- 9p.; Paper presented at the Annual Convention of the Council for Exceptional Children (74th, Orlando, FL, April 1-5, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Bilingual Education; Cultural Awareness; *Cultural Context; *Deafness; Educational Practices; *Educational Trends; Elementary Secondary Education; Foreign Countries; Higher Education; Normalization (Disabilities); Sign Language; Special Education; Student Needs; Trend Analysis
IDENTIFIERS- *Australia; *Deaf Community

This paper discusses recent trends in provision of educational programs and services reflecting the Deaf community's recognition in Australia as a linguistic and cultural minority, focusing on the Bilingual/Bicultural program of the Thomas Pattison School in Sydney (Australia). The history of Deaf culture, language, and education in Australia and the world at large is traced, leading up to the Deaf Pride movement. Education of Deaf students in light of the recognition of Deafness as a culture is examined, with a special focus on the challenges of providing multilingual education in signed English, American Sign Language, or Auslan. Incorporation of aspects of Deaf Culture into classroom teaching activities is described, incuding Deaf role models, Deaf history, and Deaf sports opportunities. Programs being developed in adult education centers and Deaf Studies courses at major universities, that enable Deaf people to feel an identification and sense of community are noted. (Contains 17 references.) (PB)

ED 395 406 EC 304 799

Herr, David E.; And Others

responsibilities and rights of faculty and staff. The survey is intended to provide necessary information about disability laws and recent legal decisions to faculty and staff in the context of increasing enrollment of postsecondary students with disabilities and the increasing demands of these students on faculty to provide accommodations. The 26-item survey identifies the correct responses (from yes/no choices), provides a rationale for each correct response, and offers one or more references. The survey addresses: Section 504 of the Rehabilitation Act of 1973; the Americans with Disabilities Act; suitable accommodations and limitations on required accommodations; testing accommodations; liability of the individual faculty member; faculty responsibility and academic freedom; grievance procedures; and specific accommodations for individuals with mobility impairments, visual impairments, and learning disabilities. (Contains 16 references.) (DB)

ED 395 423 EC 304 817

Wolf, Geraldine A.; Launi, Barbara A.
Using Dance To Integrate Exceptionalities.
PUB DATE- Apr 96
NOTE- 23p.; Paper presented at the Annual International Convention of the Council for Exceptional Children (74th, Orlando, FL, April 1-5, 1996). Cover title: The Magic of Learning through an Innovative Dance Therapy Program. Contains photographs that may not reproduce clearly.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Counseling; *Creative Development; *Dance Education; *Dance Therapy; *Disabilities; *Inclusive Schools; Intermediate Grades; Junior High Schools; Mainstreaming; Middle Schools; Movement Education; Peer Relationship; *Self Expression; Social Integration; Student Attitudes; Student Development
IDENTIFIERS- Attitudes toward Disabled

This conference presentation handout describes a program which uses dance therapy to integrate special education students with various disabilities. The 6-week program at a middle school involved having a professional dancer teach students traditional and modern dance methods as a means of expressing emotions, followed by teams of students choreographing and performing a dance. The program also involved biweekly guidance sessions to facilitate improved feelings of mutual respect, and creation of costumes by students. Individual sections of the handout packet cover: project introduction, project description, necessary resources, projected costs, goals and objectives, project management, student attitude questionnaire, time schedule, project options, publicity, project evaluation, teacher evaluation, and student evaluation. (DB)

ED 395 424 EC 304 818

Blaunstein, Phyllis; And Others
Report on Focus Groups: Research and Practice--Reading Instruction. ERIC/OSEP Special Project.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.; Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 14 Feb 95
NOTE- 28p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.

*Disabilities; *Federal Legislation; Higher Education; *Legal Responsibility; Teacher Role; Teacher Student Relationship
IDENTIFIERS- Mississippi State University; Rehabilitation Act 1973 (Section 504)

This reference guide is designed to assist faculty and staff at Mississippi State University to provide reasonable accommodations for students with disabilities as required by federal law and endorsed by the mission of the university. Section 1 summarizes requirements of Section 504 of the Rehabilitation Act of 1973 and recent legal decisions. Section 2 outlines responsibilities of students, faculty and staff. The next section outlines reasonable accommodations for students with the following disabilities: orthopedic/mobility impairment, blindness/visual impairments, learning disabilities, attention deficit/hyperactivity disorder, traumatic brain injury, deafness/hearing impairments, speech and language disorders, psychological disorders, and other disabilities. Also provided are suggested teaching strategies (such as speaking distinctly and at a relaxed rate and working with the student to make arrangements for accommodations). Tips on disability awareness address appropriate language and appropriate interaction. Relevant university resources and available adaptive equipment are listed. An agreement form for tape recording lectures and an accessibility checklist complete the manual. (DB)

ED 395 442 EC 304 837

Miles, Barbara
Overview on Deaf-Blindness.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- Dec 95
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Adventitious Impairments; *Caregiver Role; Communication Skills; Congenital Impairments; *Coping; *Deaf Blind; *Etiology; *Individual Development; Interpersonal Communication; Language Acquisition; Physical Mobility; Quality of Life; Social Integration

This overview provides basic information on the causes of deaf-blindness and the particular challenges faced by individuals with deaf-blindness. Causes of deaf-blindness include various syndromes, multiple congenital anomalies, prematurity, congenital prenatal dysfunction, and various postnatal causes. Differences between people deaf-blind from birth and those adventitiously deaf-blind are noted. Challenges facing a person who is deaf-blind are identified, especially the learning of language and mobility skills. Challenges facing the family, teachers, and caregivers are also discussed and suggestions are given in the areas of communication, orientation and mobility, individualized education, transition, and inclusion within the family. The paper stresses that deaf-blind individuals have a unique and valuable experience of the world and can have a high quality life if they accept their condition, are provided educational experiences which help them maximize their abilities, and live in accepting families and communities. Also provided is a descriptive guide to 7 organizations that offer help to families, caregivers, and teachers and an annotated list of 10 print resources. (DB)

Senisrisant, Rachanee
Language Teacher Education by Distance Mode: A Pilot Programme in Thailand.
PUB DATE- 96
NOTE- 10p.; In: Crooks, Tony, Ed., ESP in Southeast Asia; see FL 023 776.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Distance Education; *English (Second Language); Foreign Countries; Inservice Teacher Education; *Language Teachers; Professional Development; *Secondary School Teachers; *Second Language Instruction
IDENTIFIERS- Canadian International Development Agency; Southeast Asian Ministers Education Organization; *Thailand; York University ON

This paper examines the development and success of a pilot teacher training program in Thailand. The 1993-1994 long-distance, English teacher, secondary education pilot program was an inexpensive, effective model that could be used throughout the country and that would benefit teachers who are not able to take advantage of conventional inservice programs. Due to limitations of time, finances, and availability of trainers, language skills and teaching methodology of foreign language teachers in Thailand were difficult to maintain. This summary of the pilot program results identifies the determining factors of success, outlines some of the drawbacks encountered, and concludes with an assessment of the likelihood of sustainability of such a model. The program was developed by a cooperative funding effort between the Canadian International Development Agency (CIDA) and the Southeast Asian Ministers of Education Secretariat (SEAMES). The York University English Language Institute (Canada) collaborated with the Singapore-based Southeast Asian Ministers of Education Organization Regional Language Centre on the design of the program, provision of material writers, and transfer of distance education knowledge and skills to the Thai team. The program initially targeted 45 teachers in 2 areas of the country; 36 successfully completed the course requirements. It is noted that those who completed the course showed significant improvement in teaching skills and knowledge and English language proficiency. (NAV)

ED 395 462   FL 023 780

Vasan, Mani Le; Sargunan, Rajeswary
Study Mode Negotiation.
PUB DATE- 96
NOTE- 14p.; In: Crooks, Tony, Ed., ESP in Southeast Asia; see FL 023 776.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- English (Second Language); *English for Special Purposes; Foreign Countries; Interviews; Language Teachers; Learning Strategies; Needs Assessment; Student Needs; *Student Writing Models; *Study Habits; *Teacher Response; *Teacher Student Relationship; Thinking Skills; *Writing Skills
IDENTIFIERS- Swales (John M); University of Malaya (Malaysia)

This paper outlines a model of study mode negotiation between clients and English Language Training providers that has been developed at the University of Malaya, specifically related to

native speakers. Appendices include noun and verb endings, a vocabulary list, and lists of postbases and enclitics. (MSE)

ED 395 484 FL 023 816

Moore, Agnes
Upper Koyukon Language Lessons.
PUB DATE- 96
NOTE- 72p.; "Adapted from Kaska Language Lessons translated and recorded by Agnes Moore," A tape, not available from EDRS, has been made to accompany these lessons.
LANGUAGE- English; Koyukon
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *American Indian Culture; *Athapascan Languages; Daily Living Skills; Interpersonal Communication; *Lesson Plans; Native Language Instruction; *Regional Dialects; Uncommonly Taught Languages; Vocabulary Development
IDENTIFIERS- Alaska; Koyukon

The classroom text for teaching the Upper Koyukon variety of Koyukon, an Athabaskan language of Alaska, consists of a series of lessons designed for use throughout a school year (September through June), with three to seven lessons for each month. The language used is relatively simple, consisting primarily of simple statements and questions. The lessons are translated from a Kaska text also designed for school use. Line drawings illustrate the text. A list of 60 additional useful Koyukon expressions is appended. (MSE)

ED 395 485 FL 023 817

Scollon, Ron; Scollon, Suzanne B. K.
Interethnic Communication: How To Recognize Negative Stereotypes and Improve Communication between Ethnic Groups.
PUB DATE- 94
NOTE- 71p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Attitude Change; Change Strategies; *Cross Cultural Training; Ethnic Groups; *Ethnic Stereotypes; *Intercultural Communication; *Social Bias

The booklet is designed to accompany a videotape (not included here) of the same title in the series "Talking Alaska," and is intended for personal use and use in workshops and other presentations on cross-cultural and interethnic communication. The text can be used with or without the videotape. Introductory sections describe the background of the materials and offer suggestions for their classroom use, including workshop preparation, the initial session, videotape presentation and discussion, post-workshop evaluation, and time considerations. The core of the text discusses basic principles of interethnic communication and related issues: the importance of communication; interethnic communication in Alaska; ethnic stereotyping, particularly in Athabaskan-English interethnic

ED 395 507 FL 023 856

Parkinson, Brian, Ed.; Mitchell, Keith
Edinburgh Working Papers in Applied Linguistics, 1996.
PUB DATE- 96
NOTE- 141p.; For individual articles, see FL 023 857-865. For the 1995 volume, see ED 383 204.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Applied Linguistics; Cultural Awareness; Discussion (Teaching Technique); English for Academic Purposes; Foreign Countries; Higher Education; Journalism; Learning Strategies; Modern Languages; Poetry; *Second Language Instruction; Second Language Learning; Semantics; Teacher Education; Word Recognition
IDENTIFIERS- Deixis; *University of Edinburgh (Scotland)

This monograph contains papers on research work in progress at the Department of Applied Linguistics and Institute for Applied Language Studies at the University of Edinburgh (Scotland). Topics addressed include general English teaching, English for Academic Purposes teaching, Modern Language teaching, and teacher education. Papers are: "Cultural Semantics in a Second-Language Text" (Carol Chan); "The Concealing and Revealing of Meaning in the Cryptic Crossword Clue" (John Cleary); "Learners' Perceptions of Factors Affecting Their Language Learning" (Giulia Dawson, Elisabeth McCulloch and Stella Peyronel); "Japanese Learners in Speaking Classes" (Eileen Dwyer and Anne Heller-Murphy); "Manipulating Reality Through Metaphorizing Processes in Wartime Reporting" (Noriko Iwamoto); "Basing Discussion Classes on Learners' Questions: An Experiment in (Non-)Course Design" (Tony Lynch); "Participant Action Plans and the Evaluation of Teachers' Courses" (Ian McGrath); "Deixis and the Dynamics of the Relationship Between Text and Reader in the Poetry of Eugenio Montale" (Rossella Riccobono); and "Constructivism, Optimality, and Language Acquisition. The Shapes We Make in Each Other's Heads" (Chris Whincop). (Contains chapter references.) (NAV)

ED 395 508 FL 023 857

Chan, Carol Y. M.
Cultural Semantics in a Second-Language Text.
PUB DATE- 96
NOTE- 15p.; For complete volume, see FL 023 856.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Chinese; *Coherence; *Cultural Awareness; Discourse Analysis; Foreign Countries; Linguistic Theory; Pragmatics; Second Language Learning; Semantics; Writing (Composition); *Written Language

This paper presents the theory of prototype semantics as a useful approach to understanding the relationship between language and culture in second-language texts as it relates word-meaning to social and cultural models. Second-language writing in English may use the same linguistic structures as first-language texts, but the significance of individual words often depends greatly on the underlying cultural understanding of cultural frameworks. An example of a second-language text, written by a Chinese-American female, is analyzed to demonstrate how prototypical meanings can be evoked and how they contribute to by examining tense use in context. Results show that the ESL learners used past tense to mark foreground clauses and non-past to mark background clauses, unlike native speakers who do not rely primarily on tense or aspect markers to distinguish foreground from background. This suggests that ESL learners are likely to have to abandon this apparently functional and systematic use of tense in order to produce native-like discourse. (MSE)

ED 395 528 FL 023 901

Mufwene, Salikoko S.
Pragmatics of Elusive Languages.
PUB DATE- 92
NOTE- 22p.; For complete volume, see FL 023 890.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Journal Articles (080)
DESCRIPTORS- *Black Dialects; Contrastive Linguistics; Creoles; *Language Classification; Language Patterns; Language Research; *Language Variation; Linguistic Theory; *Pragmatics; *Regional Dialects; Second Language Learning; *Second Languages; Uncommonly Taught Languages
IDENTIFIERS- African Americans; Language Contact

The definition of and distinction between two variations of American English, African American English Vernacular (AAEV) and Gullah, the American creole spoken on the coast of Georgia and South Carolina, are discussed. It is argued that while these and other varieties are defined typically by their basilects, the reality encountered in the field is that of variable, non-monolithic systems characterized as "mesolectal," with variable morphosyntactic and semantic kinship to the lexifier and substantial structural heterogeneity and formal alternatives for the same functions. These languages are termed "elusive." When the "code" is not clearly identifiable, it is difficult to apply pragmatics. Patterns of usage of AAEV and Gullah are examined from this perspective and by comparison with usage patterns in other regions. The hypothesis that this is an example of code-mixing is examined and rejected. (MSE)

ED 395 529 FL 023 902

McClure, Erica
The Pragmatics of Codeswitching in Mexican Political, Literary, and News Magazines.
PUB DATE- 92
NOTE- 17p.; For complete volume, see FL 023 890.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Journal Articles (080)
DESCRIPTORS- *Code Switching (Language); Cultural Context; Discourse Analysis; *English (Second Language); Foreign Countries; Hispanic American Culture; *Language Patterns; Language Research; Language Usage; Linguistic Theory; Literary Criticism; Mexican Americans; News Reporting; *Periodicals; Politics; *Pragmatics; *Spanish
IDENTIFIERS- *Mexico

A study investigated the syntactic properties and functions of English-Spanish code-switching in literary, political, and news magazines in Mexico. It is proposed that oral code-switching in Chicano communities and written code-switching in the Mexican press differ both syntactically and pragmatically, with the and their sensitivity to the causes of aggression. The intervention also reduced participants' stress levels and created more efficient communication during violent incidents. (Contains 58 references.) (Author/JPB)

ED 395 550 HE 029 209

Toma, J. Douglas
Scholars and Their Inquiry Paradigms: Exploring a Conceptual Framework for Classifying Inquiry and Inquirers Based upon Paradigmatic Assumptions.
PUB DATE- Apr 96
NOTE- 41p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April, 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classification; *Epistemology; Higher Education; *Intellectual Disciplines; *Legal Education (Professions); Models; Research Methodology; *Scholarship; *Social Sciences

This paper examines whether the social science-based typology of Yvonne Lincoln and Egon Guba (1994), in which social science scholars are divided into positivist, postpositivist, critical, and constructivist paradigms based on ontological, epistemological, and methodological assumptions in the discipline, can be adapted to the academic discipline of law, and whether it can serve as the basis for making cross-disciplinary comparisons toward a better understanding of issues like faculty culture and knowledge production. Lincoln and Guba's typology of paradigms was adapted to law, and the constructs that organized the typology and the resulting classifications were tested in interviews with 22 legal scholars at 3 law schools. The social science-based typology of paradigms was found to apply to law. Even though law has a distinct disciplinary culture and legal scholars view the uses of knowledge differently, legal scholars expressed assumptions that conformed with the social science classifications, although positivism was combined with postpositivism as legal realism. The ontological, epistemological and methodological assumptions of legal realists, and critical and interpretive legal scholars are discussed. (Contains 106 references.) (JPB)

ED 395 551 HE 029 210

Paranto, Sharon R.; Champagne, Liana M.
Perceptions of the Business Community Regarding Program Effectiveness at a Selected University.
PUB DATE- Apr 96
NOTE- 60p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April, 1996).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Business Administration Education; Business Skills; *College Outcomes Assessment; Communication Skills; Critical Thinking; Employment Experience; Employment Potential; Higher Education; Interpersonal Competence; Outcomes of Education; *Program Effectiveness; *School Business Relationship; Surveys

In order to respond to the changing needs of employers, this study addressed perceptions held by the business community regarding how well the School of Business at a selected argumentation and counterargumentation and two different e-mail study modes. Subjects were 31 students in the Department of Education at the University of Jyvaskyla, Finland. Two top students in the field of education near their graduation were also recruited as tutors of the e-mail studies. Results indicated that the level of argumentation in the students' messages improved during the e-mail study period and that the level of argumentation was higher in the counterargumentative messages compared to those in which the writer had not attacked other peoples' standpoints. In addition, it was found that the average level of argumentation in the students' messages was considered to be quite low. The small portion of argumentative messages indicated also that disputes and debates between the students were uncommon. These results point to the need to develop study methods based on critical discussions and learning environments in the Finnish system which encourage debates, critical interaction, and exchange of opinions. (Contains 46 references.) (AEF)

ED 395 570 IR 017 882

Shell, Duane F.; And Others
Effects of Collaborative, Computer-Supported, Knowledge-Building Communities on High School Students' Knowledge Building and Intentional Learning.
PUB DATE- Apr 96
NOTE- 15p.; Paper presented at the Annual Conference of the American Educational Research Association (New York, NY, April 8-12, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Assisted Instruction; *Constructivism (Learning); *Cooperative Learning; High Schools; *High School Students; *Intentional Learning; Learner Controlled Instruction; *Student Attitudes
IDENTIFIERS- *Knowledge Development; University of Texas Austin

This research was conducted as part of Project CIRCLE, a collaborative project between the University of Texas at Austin College of Education, the Austin Independent School District, and the Eanes Independent School District. The intent of the project was to establish collaborative knowledge-building communities in high school classrooms among secondary students and teachers and university students and faculty supported by innovative constructivist uses of computer technology. The primary goal was to determine the effects of such knowledge-building communities on students' approaches to learning. The study took place in one inner city and one suburban high school in the Austin, Texas area. The Student Perceptions of Classroom Knowledge-Building (SPOCK) instrument measured four aspects of students' perceptions of their own knowledge building and intentional learning behavior: (1) knowledge building; (2) question asking; (3) self-regulation; and (4) lack of initiative. In addition, the instrument measured extent of teacher directedness in the classroom and extent of collaborative learning among students. Overall, the results suggest that the infusion of technologies that support knowledge building, intentional learning, and collaboration can enhance the establishment of collaborative knowledge-building communities in high school classrooms and can influence students' perceptions of the classroom environment. (AEF)

ED 395 571 IR 017 883

Final Report 1994-1995.
SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg. Bureau of Adult Basic and Literacy Education.
PUB DATE- 95
NOTE- 48p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adult Basic Education; *Classroom Environment; Computer Assisted Instruction; *Computer Uses in Education; Courseware; Curriculum Development; Educational Equipment; *Educational Technology; Electronic Mail; *High School Equivalency Programs; Internet; Material Development; Newsletters; Questionnaires; State Surveys; *Statewide Planning
IDENTIFIERS- 353 Project; General Educational Development Tests; Pennsylvania

The New Technologies for ABE/GED (Adult Basic Education/General Educational Development) Classrooms project was conducted to determine the extent to which computer-related technologies are being used in ABE/GED classrooms throughout Pennsylvania and to develop and test methods/materials for integrating technology-based instruction into ABE/GED/literacy programs. All 285 state-funded ABE/GED programs in Pennsylvania were surveyed regarding their use of computer-related technology, including electronic mail, electronic bulletin boards, multimedia instruction, and the Internet. According to the 164 respondents (response rate, 58%), many programs use computer technology for instructional purposes. However, very few programs had the hardware required to run multimedia programs, and fewer still were able to offer students Internet access. Online and multimedia educational activities that might be appropriate for ABE/GED students were identified, catalogued, and listed for dissemination to programs, and software and computer-assisted instructional (CAI) modules for ABE/GED/literacy programs were developed and pilot tested at the Clinton County Development Center for Adults. The materials were evaluated favorably by students and teachers and were compiled into a manual for use by adult educators. (Appendixes constituting approximately 90% of this document contain the following: survey summaries; midwinter conference agenda; CAI preliminary evaluation; and pilot evaluation summaries and newsletters.) (MN)

ED 395 115 CE 070 931

Aaronson, Judith; And Others
Parenting Skills through Children's Literature.
SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg. Bureau of Adult Basic and Literacy Education.
PUB DATE- 95
NOTE- 116p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Education; *Child Development; Child Rearing; *Childrens Literature; *Curriculum Development; Curriculum Guides; Early Parenthood; Parent Child Relationship; *Parent Education; *Parenting Skills; Pretests Posttests; *Young Adults
IDENTIFIERS- 353 Project

This report describes a project that developed and implemented a curriculum to teach young parents parenting skills through themes presented in children's literature. Parenting/child

PUB DATE- 96
NOTE- 163p.; The 10 modules in this program are available from Aspen Publishers, Inc., 7201 McKinney Circle, P.O. Box 990, Frederick, MD 21701 ($995 set).
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Accident Prevention; Adult Education; *Aging (Individuals); *Allied Health Occupations; Behavioral Objectives; *Caregiver Role; Health Promotion; *Injuries; Inservice Education; Nursing Homes; *Older Adults; Residential Care; Workshops

This coursebook is intended for use by the instructors presenting a workshop on preventing injuries in the elderly that was developed as a field test of a larger 10-module training program for staff of long-term health care facilities, senior center and adult day care staff, and home health aides. The curriculum guide served as a blueprint for the training modules. Staff from a life-care community, assisted living facilities, nursing facilities, and adult foster care providers located in Nebraska, Michigan, and Maryland tested the prototype module, "Preventing Burns and Scalds." The complete program consists of 10 modules, each of which has four components: (1) an instructor manual; (2) a participant's coursebook; (3) a videotape; and (4) a course examination. The long-range goal of the program is to provide uniform, validated, injury prevention training, and to reduce both the incidence and severity of injuries to elderly people. Included in the coursebook are materials designed to help workshop participants achieve the following objectives: understand the program objectives and their relationship to the training objectives for each module; identify the overall extent and significance of injuries to elderly individuals; identify the mechanics of injuries and their effects on elderly individuals; explain how elderly individuals' characteristics increase their risk of specific types of injuries; identify the hazards and prevention interventions related to injuries; and acquire general awareness of injuries and ways in which caregivers can reduce those injuries among elderly individuals. Among the materials included are the following: workshop objectives; program preface; program objectives; injury prevention model; information on the prevalence/extent of injuries affecting elderly adults, the mechanics of injuries, the characteristics of elderly adults, dementia, and hazards and prevention ideas; and guidelines for teaching the injury prevention modules. (MN)

ED 395 135 CE 071 251

Lancaster, Alden
What Makes a Quality Literacy Program? The Literacy Series.
SPONS. AGENCY- EXXON Corp., New York, N.Y.
PUB DATE- Mar 93
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adult Basic Education; Adult Learning; *Adult Literacy; Adult Students; Educational Needs; *Educational Quality; *Evaluation Criteria; *Literacy Education; Program Effectiveness; Program Evaluation; Program Implementation; Relevance (Education); Teaching Methods

The quality of a literacy program can be assessed by taking into objective and opening remarks intended to focus the trainees' attention on the subjects discussed in the module. Most other module sections begin with a list of enabling objectives. Many sections contain "critical incidents" or real-life occurrences at the Department of Energy's Waste Isolation Pilot Plant that relate to the section topic. Some illustrate effective management practices, and some illustrate ineffective ones. Each critical incident includes "lessons learned" information. Section topics include developing plans, setting goals, budgeting resources, scheduling, and monitoring implementation. A list of "smart moves" is included near the end of the module. Contains 18 references and a practice test. Answers and feedback for the test are provided. (YLB)

ED 395 154   CE 071 577

Organizing. MAS-108. Waste Isolation Division (WID). Management and Supervisor Training (MAST) Program.
SPONS. AGENCY- Department of Energy, Washington, D.C.
PUB DATE- 96
NOTE- 56p.; For related modules, see CE 071 569-588.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Adult Education; Behavioral Objectives; *Change Strategies; Conflict Resolution; Employer Employee Relationship; Group Dynamics; Hazardous Materials; Job Skills; Learning Modules; *Management Development; *Organizational Change; Organizational Development; *Program Administration; Program Descriptions; Radiation; Staff Development; *Supervisory Training; Teamwork; Tests; Vocational Education; *Waste Disposal
IDENTIFIERS- *Radioactive Wastes

This module is part of a set of management and supervisor training (MAST) materials developed by the Department of Energy for the Waste Isolation Division. Its stated purpose is to enable trainees to organize work activities efficiently and effectively. The first section of the module is an introduction that includes a terminal objective and opening remarks intended to focus the trainees' attention on the subjects discussed in the module. Most other module sections begin with a list of enabling objectives. Many sections contain "critical incidents" or real-life occurrences at the Department of Energy's Waste Isolation Pilot Plant that relate to the section topic. Some illustrate effective management practices, and some illustrate ineffective ones. Each critical incident includes "lessons learned" information. Section topics are as follows: the organizing process, using different types of organizations, managing change, managing projects, building teamwork into an organization, group dynamics, and managing conflict. A list of "smart moves" is included near the end of the module. Contains 38 references and a practice test. Answers and feedback for the test are provided. (YLB)

ED 395 155   CE 071 578

Controlling. MAS-109. Waste Isolation Division (WID). Management and Supervisor Training (MAST) Program.
SPONS. AGENCY- Department of Energy, Washington, D.C.
PUB DATE- 96
NOTE- 32p.; For related modules, see CE 071 569-588.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.

increase female enrollments at North Lake College (NLC) in Irving, Texas, and thereby provide women with marketable skills in building maintenance/repair and encourage their continued training in a related two-year nontraditional technical program. Of the 21 students recruited into the WIST program, 67% were single parents, 57% were members of a minority group, and 33% were recipients of Aid to Families with Dependent Children. Besides receiving training from NLC's existing college-level technical programs, participants also received a variety of support services (including child care, transportation, counseling, and career guidance) and were given the opportunity to participate in career seminars and a mentoring program. Of the 13 students completing the program in 1994-1995, 81% are either working in a trade or enrolled in technology classes at NLC. (Appendixes constituting 80% of this document include the following: project flyers/publicity materials; students' grade reports; lists of the WIST program's sponsors, advisory council members, and resource organizations; an agenda of a workshop on surviving work force restructuring; lists of speakers at a three-part career series for women; materials from/about the WIST program's graduation exercises; and reprinted articles from NAWIC National Association of Women in Construction Image magazine.) (MN)

ED 395 173   CE 071 618

Quick Start Training Program. PY95 Final Detailed Report.
SPONS. AGENCY- Texas Higher Education Coordinating Board, Austin.
PUB DATE- 9 Aug 95
NOTE- 99p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adult Basic Education; *Career Counseling; Career Education; Community Colleges; *Daily Living Skills; Educational Cooperation; Educational Counseling; Educational Needs; Education Work Relationship; Employment Services; High School Equivalency Programs; Hispanic Americans; *Homeless People; *Job Training; Occupational Information; Program Development; Program Effectiveness; Questionnaires; *Transitional Programs; Two Year Colleges; Vocational Education
IDENTIFIERS- *Texas (El Paso)

The Quick Start Training Program is a transitional program that was developed to help the homeless population of El Paso, Texas, become self-sufficient through short-term vocational skills training. The program's occupational training component was designed to meet local training needs and was supplemented with activities to give participants occupational literacy, occupational life skills, job information, job search assistance, and educational counseling. Counseling was provided to 775 individuals, including 514 who participated in some type of educational/job training/employment counseling experience. Of those 514 individuals, 97 were recruited into the Quick Start program and 51 completed it successfully. The program demonstrated its potential to help homeless individuals put their lives in order; however, it also established that homeless people often require an entire package of course work, evaluation, counseling, and life skills and language training. Bilingual education was found to be especially necessary because of El Paso's large Spanish-speaking population.

and reading courses. Instructors were trained in the unique needs of adult students and the use of course development software. A management system was developed for tracking individual students through the self-paced process. The result of the project is a Bridge Program Quarter that provides concentrated effort to prepare students for college-level work. This quarter enables students to progress through two mathematics courses and two communications courses that move them from basic mathematics to intermediate algebra and from basic writing skills to college-level composition and prepare them to pass a competency test. (The self-paced modules for courses in mathematics, writing, reading, and drafting are included. Modules include a course description, course objectives, course outline, learning activities, assignments, and evaluation criteria. Also included in the report are the competency descriptions, workshop materials, complete project materials, and an annotated bibliography listing 28 references.) (KC)

ED 395 191 CE 071 679

Office Occupations Certificate Program for Students with Developmental Disabilities. Final Report 1993-1994.
SPONS. AGENCY- Texas Higher Education Coordinating Board, Austin.
PUB DATE- 94
NOTE- 92p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Advisory Committees; *College Programs; *College Students; Community Colleges; Course Content; Curriculum; *Developmental Disabilities; Internship Programs; *Office Occupations Education; Outcomes of Education; Program Effectiveness; *Program Implementation; Teaching Methods; Two Year Colleges
IDENTIFIERS- *Houston Community College System TX

A project was conducted at Central College of the Houston Community College System to provide office skills training to students with developmental disabilities so they can obtain employment as office assistants in the community. The Office Occupations Certificate Program was designed for this purpose. Students involved included those with mental retardation, autism, cerebral palsy, hearing impairments, blindness, and other disabilities. Students took the same courses that already existed in the college, with more support, guidance, reasonable accommodations, and a change in the pace of instruction. An internship was arranged after successful completion of the eight courses. Thirty-three students were enrolled in the program, with most in the process of completing their last course and preparing for an internship at the end of the project. All graduates secured internships, and a new course was scheduled to be conducted beginning the following fall. A business advisory council was formed and helped in preparing the program and in securing internships for the students. This packet includes course syllabi for the eight courses of the program, each of which includes course descriptions, course objectives, texts and required reading lists, assignments, and evaluation methods. The courses are: Business English; Filing and Records Control; Business Calculations; Office Practice I; Secretarial Office Practice II; Human Relations; PC developed during the project titled Adult Literacy and Evaluation Research Team (also known as Project ALERT), a two-phase project initiated by the Detroit Literacy Coalition (DLC) for the purpose of developing and testing a user-friendly program evaluation model for evaluating literacy operations of community-based organizations throughout Michigan under the provisions of Section 353 of the Adult Education Act. The handbook, which is intended for literacy program administrators, explains a six-step process for constructing literacy evaluation tools tailored to particular programs. Presented next is a 23-item reference list. The remainder of the document consists of feedback obtained during the pilot tests of the project-developed self-evaluation instruments to be completed by students and tutors participating in volunteer literacy programs. Appendixes constituting approximately 50% of this document contain the following: letter to Michigan literacy providers; glossary; sample questionnaire cover letter; ALERT feedback form; final revised self-evaluation program tutor and student survey questionnaires; self-evaluation program questionnaire; DLC policy statement, overview, board of directors, mission profile, and services and primary goals; and list of responding literacy sites. (MN)

ED 395 208 CE 071 736

Martinez, Martha I.; And Others
A Year of Progress in School-to-Career System Building. The Benchmark Communities Initiative.
PUB DATE- 96
NOTE- 77p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Career Academies; *Career Education; Change Strategies; Cooperative Planning; *Demonstration Programs; Educational Change; Educational Objectives; Educational Practices; *Education Work Relationship; Elementary Secondary Education; Magnet Schools; Partnerships in Education; *Program Development; Program Improvement; Records (Forms); *School Business Relationship; Strategic Planning; *Systems Approach

This document examines the first year of Jobs for the Future's Benchmark Communities Initiative (BCI), a 5-year effort to achieve the following: large-scale systemic restructuring of K-16 educational systems; involvement of significant numbers of employers in work and learning partnerships; and development of the infrastructure necessary to connect high schools, postsecondary educational institutions, and employers in a coherent system. Presented first are an overview of the BCI and its 5-year goals. Chapter 1 profiles the following BCI communities and their current/planned school-to-careers activities: Boston, Massachusetts; Jefferson County, Kentucky; Milwaukee, Wisconsin; North Clackamas, Oregon; and Philadelphia, Pennsylvania. The following system-building challenges and strategies are examined in chapter 2: using school-to-careers to drive school restructuring; engaging sufficient numbers of employers; and building the infrastructure to connect school and work. Goals/plans for the next 4 years of the BCI are outlined in chapter 3. Appended are the following: site information about the benchmark communities; Boston compact mission/goals statement; model for Jefferson County Public Schools magnet career academy; characteristics of Milwaukee's school-to-work schools; Oregon's certificate of initial mastery for grades K-10; summary of Philadelphia's Children Achieving action plan; and benchmark

PUB DATE- 95
NOTE- 11p.; Paper presented at the Annual Meeting of the American Psychological Association (103rd, New York, NY, August 11-15, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Attachment Behavior; Emotional Development; *Individual Characteristics; *Individual Development; Models; Parent Child Relationship; Personality Development; *Personality Studies; *Personality Theories; State of the Art Reviews
IDENTIFIERS- *Agency Theory; Polarity

This paper synthesizes a variety of perspectives, with an emphasis on attachment theory, on the agency/communion polarity as first defined by David Bakan (1966). The question researchers sought to answer was whether or not agency/communion is best approached as a polarity--opposite and opposing forces, forces in the personality which have often been identified as primarily masculine (agency) versus primarily feminine (communion)--or is best viewed as figure/ground. Drawing on results from various researchers, it was agreed that adequate maternal nurturance (communion) was needed for development of the private (agentic) self; there is a necessary equilibrium between self-assertion (agency) and integration (communion) for the proper functioning of a personality; the disparate voices of empowerment of the self (agency) and sustenance of the community (communion) are connected; individuals develop towards self-in-relation (agency within communion); and attachment (communion) contains the affective distress associated with agency. It is concluded that agency and communion are not a polarity but, rather, are a complex figure/ground that best serves development when operating in concert, not in opposition. Contains 13 references. (RJM)

ED 395 228 CG 026 959

Munzer, Jane; And Others
Pathways of Adolescent Suicidal Behavior.
PUB DATE- 95
NOTE- 10p.; Poster presented at the Annual Meeting of the American Psychological Association (103rd, New York, NY, August 11-15, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Adolescents; Behavior; Family Influence; *Path Analysis; Predictor Variables; Psychopathology; Secondary Education; *Self Injurious Behavior; *Sex Differences; *Suicide
IDENTIFIERS- Internalization; *Suicide Attempts; *Suicide Ideation

Suicide attempts and suicidal ideation among adolescents have been increasing faster than those for adults. This study addresses three questions on adolescent suicidal behavior: (1) Why do some adolescents with psychiatric disorders have a history of suicidal behaviors and some do not?; (2) How do intrapsychic and interpersonal underpinnings of adolescent suicidal behavior differ from patterns of similar behavior among children and adults?; and (3) How do pathways of adolescent suicidal behavior differ for boys and for girls? It was hypothesized that differences in expression of pathology between males and females might underlie the relationship first part of the manual offers a brief introduction to the issue of racism and the ways study circles can address it. It also provides core material for the discussion program, organizing it into five possible sessions. Following that are ideas for leading and organizing discussions on racism and race relations. Part Two presents ways to adapt the discussion materials presented in Part One to the needs of specific communities or organizations. The manual concludes with a selection of readings on racism and race relations, and an annotated bibliography. (Contains 32 references.) (TS)

ED 395 247 CG 027 061

Rohr, Michael E.; And Others
Identifying the Presence, Severity, and Chronicity of Psychopathological Behaviors Associated with Adolescent Runaways Using the Personality Inventory for Children.
PUB DATE- 93
NOTE- 45p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Research/Technical (143)
DESCRIPTORS- *Adolescents; *Behavior Disorders; Emotional Problems; *Psychological Characteristics; Psychological Evaluation; Psychological Patterns; *Psychopathology; *Runaways; Secondary Education
IDENTIFIERS- *Personality Inventory for Children; University of Tennessee Memphis

An extensive review of the adolescent runaway literature indicated inconsistent findings regarding the presence, severity, and chronicity of psychopathological behavior among this high-risk group. Three experiments were conducted to address these issues using one personality measure, the Personality Inventory for Children (PIC). The results of the first experiment indicated that the PIC Typology was able to correctly classify over 93% of the runaway subjects with identified psychopathologies of Conduct Disorder, Attention Deficit Hyperactivity Disorder (ADHD), Adjustment Disorder, Major Depression, Dysthymia, Organic Brain Syndrome, Pervasive Developmental Disorder, and Developmental Disorders. No subjects were identified as Within-Normal-Limits. Experiment Two indicated that the runaway group was not significantly different from an outpatient sample or from a Day Treatment Program (partial hospitalization) sample. Both clinical samples evidenced increasing severity of psychopathology. The third experiment indicated that the runaway group was not significantly different from a sample diagnosed Conduct Disorder on 11 scales of the PIC. The results of this study support the utility of the PIC as an initial screening measure only and for identifying the degree of psychological dysfunction that runaways and their families may be experiencing. (Contains 34 references.) (TS)

ED 395 248 CG 027 062

Thibert, Gilles; Karsenti, Thierry P.
Motivation Profile of Adolescent Boys and Girls: Gender Differences throughout Schooling.
PUB DATE- 96
NOTE- 27p.; Paper presented at the Annual Conference of the American Educational Research Association (San Francisco, CA, April 8-12, 1996).
LANGUAGE- English

(150),Reference Materials - Bibliographies
(131),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Childrens Literature; Instructional Innovation; Lesson Plans; *Mathematics Instruction; Primary Education; Standards
IDENTIFIERS- California; National Council of Teachers of Mathematics; *NCTM Curriculum and Evaluation Standards; *Trade Books

The National Council of Teachers of Mathematics Standard #2 (communicating aids students to clarify their thinking) emphasizes that reading, writing, discussing, representing, and listening to mathematics are important aspects of learning and using math. Six of the 12 math series chosen for California's elementary program list titles of children's trade books useful for supplementing lessons. A random selection of trade books listed in the 6 series was made to determine whether or not the book qualified as literature for classroom use. Among books listed in 2 or more of the adopted series are 10 popular children's books with math topics. A sample lesson plan integrating into the first-grade curriculum a recently published picture book ("One Hundred Hungry Ants" by E. Pinczes) listed in the "Houghton Mifflin Math" series could help students explore larger numbers, comparing numbers, and grouping. (A 16-item sampling of other math-related children's literature (organized by the topics of measurement, geometric shapes, fractions and decimals, and counting), and a list of 3 books for teachers are attached.) (RS)

ED 395 267 CS 012 412

Musthafa, Bachrudin
Content Area Reading: Principles and Strategies to Promote Independent Learning.
PUB DATE- 96
NOTE- 23p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Content Area Reading; *Critical Reading; Elementary Secondary Education; *Learning Processes; Prior Learning; *Reading Strategies; *Teacher Role; Text Structure
IDENTIFIERS- Knowledge Acquisition; *Text Processing (Reading)

One way of helping learners to develop knowledge, skills, and predispositions essential for independent learning is by teaching reading in content areas to help learners acquire the necessary strategies to use reading and writing to gain new knowledge. Conent area texts pose differing demands because each body of knowledge has its own framework which requires different interpretive strategies. The teacher's job is to ensure that the learners can develop in themselves the knowledge, skills, and predisposition to interact with text at a higher level of understanding through judicious use of reading and learning strategies. The teacher should make sure that the learning process occurs in the way relevant to learners' inclination and preference. Teachers' instructional supports in the forms of the activation and fine-tuning of prior knowledge before reading, provision of guiding questions to help readers get focused during the act of reading, and postreading activities to synthesize and consolidate what has been encountered in the text should facilitate learners' learning from content area texts. (Contains 30 references.) (RS) spurts of reading between listener-interruptions for accuracy. The number and type of interruptions often made it appear reading was not being done for meaning, but rather to decode each word accurately though this tended to vary in relation to relative difficulty of stories for specific readers. (Contains 26 references. Appendixes include reader miscues, a miscue grid, six tables of data, and categories of segments.) (Author/RS)

ED 395 286 CS 012 452

Balajthy, Ernest
Software Classifications: Trends in Literacy Software Publication and Marketing.
PUB DATE- Apr 96
NOTE- 25p.; Paper presented at the Annual Meeting of the International Reading Association (41st, New Orleans, LA, April 28-May 3, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- *Computer Assisted Instruction; *Computer Software; *Courseware; Educational Research; *Educational Trends; Electronic Text; Elementary Education; *Literacy; Marketing; Media Research

First in a continuing series of reports on trends in marketing and publication of software for literacy education, a study explored the development of a database to track the trends and reported on trends seen in 1995. The final version of the 1995 database consisted of 1011 software titles, 165 of which had been published in 1995 and 846 published in previous years. Software were classified into 6 major categories. Results indicated that (1) an enormous amount of software is available for use by teachers of reading and literacy; (2) drill and practice software was the largest category of software available; (3) the publication rate of software for instruction does not appear to be slowing; and (4) in 1995, the number of new titles in the 3 largest categories (drill and practice, electronic books, and applications) was about the same. Further analyses will provide more detailed examinations of other aspects of the topic, developed from the database. (Contains 1 table of data and 7 references. A 23-item list of software publishers and distributors is attached.) (RS)

ED 395 287 CS 012 453

Taylor, Bob
Self-Directed Learning: Revisiting an Idea Most Appropriate for Middle School Students.
PUB DATE- Nov 95
NOTE- 8p.; Paper presented at the Combined Meeting of the Great Lakes and Southeast International Reading Association (1st, Nashville, TN, November 11-15, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Discussion (Teaching Technique); *Independent Study; *Individualized Instruction; Intermediate Grades; Junior High Schools; *Middle Schools; Self Motivation; *Student Characteristics; *Student Role; Teacher Role
IDENTIFIERS- *Middle School Students; *Self Direction

To provide opportunities for self-direction, middle-school afford children opportunities to reflect upon cognitive and linguistic processes which constitute early literacy; (2) close relationships for girls, compared to boys, afforded opportunities to express literate language; (3) differences were observed when children were observed with friends, compared to acquaintances; (4) the formality of the interactional setting also influenced language between peers; and (5) talk about language and literacy was a reliable predictor of literacy. Findings support the importance of close relationships and emotion for early literacy development. (Contains 46 references and 4 tables of data.) (Author/RS)

ED 395 308 CS 012 482

Tomlinson, Louise M.
Applying Banks' Typology of Ethnic Identity Development and Curriculum Goals to Story Content, Classroom Discussion, and the Ecology of Classroom and Community: Phase One. Instructional Resource No. 24.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 96
NOTE- 46p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Class Activities; *Classroom Environment; *Culturally Relevant Education; Curriculum Development; Discussion (Teaching Technique); Ethnic Groups; *Ethnicity; *Literacy; *Multicultural Education; Reading Material Selection; Secondary Education
IDENTIFIERS- Identity (Psychological)

This instructional resource describes ways in which J. A. Banks' typology of the stages of ethnic identity development and related curriculum goals can be applied to literacy instruction. Banks' definitions of the stages of development and the curriculum goals for each stage are provided. Strategies for analyzing materials and developing relevant classroom discussion are suggested. Excerpts from transcripts of classroom discussion about literature provide examples of how the critical issues for each stage of development are addressed. A culturally relevant classroom environment is described. Another class that embarks on environmentally oriented community field experience which fosters social action learning is also highlighted. The focus of the instructional resource is based on the assumption that (1) culturally relevant literacy instruction which is guided by sound and generalizable theory that transcends celebratory and additive approaches can enhance ethnic identity orientation; and that a synergy exists among levels of reading engagement, self-esteem, exposure to and interest in other ethnic groups, positive attitudes or increased value sets regarding other ethnic groups, motivation for increasing the knowledge base regarding other ethnic groups, and achievement level. Contains 10 references and 5 figures of data. Appendixes present plot graphs of selected stories illustrate the progression of story development according to Banks' typology for each selection, and a 41-item annotated bibliography which is based on the relevance of story content to each of the stages in Banks' typology. (Author/RS)

ED 395 309 CS 215 233

EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Economic Opportunities; Entrepreneurship; Independent Study; *Older Adults; Periodicals; Publishing Industry; *Self Employment; Skill Development; *Technical Writing; *Writing for Publication; *Writing Skills
IDENTIFIERS- *Lifelong Career Development; *Professional Writing; Profit Making; Retired Persons

Based on the idea that older adults have built up a wealth of knowledge during their lifetimes, this guide discusses how to build a profitable business from such knowledge through feature writing, ghost writing, public relations writing, and grant writing. The guide is aimed at the person who has a lifetime of experience in a business, trade, profession, hobby, or volunteer activity and wants an interesting, dignified, and low-risk method of converting knowledge into income. It shows how to set up a writing business in a field of interest--the perfect service business for the "post-employed" person. In simple language, the guide presents background information, such as how to set up an office and buy a computer; finding the right niche; getting customers; running a mini-writing business; and making money. The guide leads an interested individual through step-by-step examples on writing the kind of article that trade publications, businesses, professional people, nonprofit organizations, and the mainstream media will pay for. More than a business book and more than a writing course, the guide brings together all the elements needed to create an information business based upon a past career, profession, activity, hobby, or interest. Appendixes contain sample articles and lists of resources. (NKA)

ED 395 328 CS 215 320

Metter, Ellen
The Writer's Ultimate Research Guide.
PUB DATE- 95
NOTE- 338p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- Databases; *Information Sources; Online Searching; *Research Tools; *Resource Materials; *Search Strategies; *Technical Writing; *Writing for Publication
IDENTIFIERS- *Professional Writing; Resource Utilization

This guide contains hundreds of annotated listings of books and databases that can: tell the writer where to find the facts for fiction and non-fiction; eliminate trial and error searches; and speed an information hunt so that there will be more time to write. Each entry in the guide reveals how current the material is and what the content and organization are like, so that a writer can get an idea of how useful the resource will be before he/she goes hunting for it. The first chapter of the guide highlights types of departments and materials common to different types of libraries and teaches conventions of online searching (Both in and out of libraries). The next chapter looks at the many types and ways of accessing magazine, journal and newspaper articles, where writers may find some of the most useful information. The rest of the guide is comprised of chapters dedicated to specific kinds of searches. Every chapter contains research advice along with titles and descriptions of create the goals, there is insurance that the coaches are not putting their goals onto the students and making them more involved in the activity than they want to be. When the student and the coach have different expectations, frustration results. (Contains 19 references.) (TB)

ED 395 347 CS 509 257

Brassfield, April; Daniels, Christy
Communication Techniques and Their Effects on Self-Concept in the Classroom.
PUB DATE- 26 Nov 95
NOTE- 25p.; Paper presented at the Annual Meeting of the Speech Communication Association (81st, San Antonio, TX, November 18-21, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Classroom Environment; Higher Education; *Interpersonal Communication; Perception; *Self Concept; *Student Attitudes; Student Improvement; *Systems Approach; Teacher Attitudes; Teacher Expectations of Students; Teacher Role; *Teacher Student Relationship
IDENTIFIERS- Communication Strategies; *Intrapersonal Communication

Student self-concept represents a newly emerging and extremely important field of study for instructors and classroom facilitators. This paper presents studies and theories investigating self-concept as a significant factor in the classroom. Self-concept is deeply imbedded in intrapersonal, perception, and interpersonal communication. In order to investigate self-concept, the paper first looks at the classroom from a systems theory perspective. It then proceeds to investigate intrapersonal communication, its significance in the classroom, and its link to self-concept theory. This leads into a discussion of perception and interpersonal communication between instructor and student. The paper investigates self-concept theory, recognizes its positive significance when applied to the instructional setting, and offers practical applications to aid instructors in concentrating on student self-concept as a way of motivating and increasing student learning. (Contains 22 references.) (Author/CR)

ED 395 348 CS 509 258

Waller, Dennis
Idaho Communication Arts: A Review for the Educator.
PUB DATE- May 96
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Debate; Drama; Higher Education; *Secondary Education; Small Schools; *Speech Communication; State Standards; *Student Needs; *Teacher Attitudes; *Teacher Certification; *Teacher Education; Teacher Qualifications
IDENTIFIERS- *Idaho; Teacher Surveys

A study examined secondary school teacher views concerning a number of related issues concerning communication certification and education. Three research questions were framed: (1) Are the current Idaho certification guidelines for Communication Arts sufficient? (2) Is instruction of communication arts at the junior and senior high school level sufficient for the

DESCRIPTORS- Class Activities; Classroom Communication; *Classroom Techniques; *Cognitive Style; Elementary Secondary Education; *Individual Needs; *Instructional Effectiveness; Learning Processes; *Learning Strategies; Program Implementation; Teacher Supervision; *Teaching Methods

Many people prefer to learn in ways that differ from the ways in which other people of the same class, grade, age, nationality, race, culture, or religion prefer to do. The ways in which people prefer to learn are their "learning style preferences." This handbook was designed for supervisors interested in implementing and guiding staff in the proven educational methods of learning styles. Chapter 1 presents an overview of learning styles and explains how they develop. Chapter 2 describes the first steps toward implementation: conduct an inventory of students' learning styles; introduce learning styles to the staff and parents; and supplement learning-style training. The third chapter offers suggestions for classroom techniques: connecting learning styles and students; assessing students; strengthening students' understanding of learning styles; and personalizing learning styles. Strategies for redesigning classrooms for personalized learning are offered in chapter 4. (Contains 76 references and 5 figures.) (LMI)

ED 395 368 EA 027 555

Schmoker, Mike
Results: The Key to Continuous School Improvement.
PUB DATE- 96
NOTE- 133p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Numerical/Quantitative Data (110)
DESCRIPTORS- *Academic Standards; Data Analysis; Data Collection; *Educational Assessment; *Educational Improvement; *Educational Objectives; Elementary Secondary Education; Group Dynamics; Outcomes of Education; Standardized Tests; Teamwork

This book argues that all school efforts should be focused on results. It elaborates on the simple conditions that favor results, briefly discusses the theory behind the conditions, and demonstrates, using examples from schools, how other schools can begin to successfully replicate the conditions. Following the introduction, chapters 1-3 describe the three conceptual foundations for results-based education: meaningful teamwork, measurable goals, and the regular collection and analysis of performance data. Ways to promote steady and rapid improvement are described in chapter 4, and education research literature is reviewed in the fifth chapter. Chapters 6 and 7 offer suggestions for moving beyond a limited view of achievement to one that embraces both standardized testing and the advances in alternative assessment. Eleven figures, a model for a productive 30-minute meeting, and an index are included. (Contains 141 references.) (LMI)

ED 395 369 EA 027 556

Guskey, Thomas R.; Oldham, Ben R.
Despite the Best Intentions: Inconsistencies among Components in Kentucky's Systemic Reform.
PUB DATE- Apr 96
NOTE- 23p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12, 1996).
LANGUAGE- English

the project from early formal and informal meetings through subcommittee work between counterparts from the two organizations is presented in the fourth chapter. Chapter 5 describes the complications of negotiation, and the sixth chapter examines resistance to change. Chapter 7 compares the final proposal with the project's formative needs, goals, and objectives. Chapter 8 calls for advancing community solutions for a redefined school community. The final chapter analyzes some issues and concerns of leadership, organizational behavior, team membership, problem solving, communication, and conflict resolution. Eight figures and an index are included. (Contains 76 references.) (LMI)

ED 395 387   EA 027 577

Duffy, Francis M.
Designing High-Performance Schools: A Practical Guide to Organizational Reengineering.
PUB DATE- 96
NOTE- 280p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Educational Assessment; *Educational Change; Educational Improvement; *Educational Planning; Elementary Secondary Education; Group Dynamics; Models; Organizational Climate; Organizational Communication; *Organizational Development; Performance; *School Restructuring; Systems Approach

This book offers a step-by-step, systematic process for designing high-performance learning organizations. The process helps administrators develop proposals for redesigning school districts that are tailored to the district's environment, work system, and social system. Chapter 1 describes the characteristics of high-performing organizations, and chapter 2 provides a brief history of the current educational reform movement. The four phases of the redesign model are outlined in the third chapter. They include preparing, redesigning, achieving performance and diffusion, and seeking continuous improvement. Chapters 4 through 9 describe in detail various steps of the model's four phases. Chapters 10 through 13 offer ideas and strategies for supporting a redesign project, including change theory, interpersonal and group dynamics, supervision of knowledge work, and working with a consultant. References accompany each chapter. An index is included. Five figures and 41 worksheets are included. (LMI)

ED 395 388   EA 027 578

Henry, Mary E.
Parent-School Collaboration: Feminist Organizational Structure and School Leadership.
PUB DATE- 96
NOTE- 229p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Research/Technical (143)
DESCRIPTORS- Bureaucracy; Cultural Pluralism; Diversity (Institutional); *Educational Environment; Elementary Secondary Education; Ethnography; *Feminism; Leadership; *Organizational

Training Teachers for Troubled Times.
PUB DATE- Apr 96
NOTE- 11p.; Paper presented at the Annual Convention of the Council for Exceptional Children (74th, Orlando, FL, April 1-5, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Aggression; *Behavior Problems; *Classroom Techniques; Conflict Resolution; Elementary Secondary Education; Higher Education; *Preservice Teacher Education; Prevention; Student Teachers; *Teacher Student Relationship; Teaching Methods; *Violence
IDENTIFIERS- Behavior Management; *James Madison University VA

This paper describes a program implemented at the James Madison University (Virginia), Department of Special Education, to train student teachers to manage aggressive and violent behavior. Training in the Alternatives for Handling Aggressive and Violent Behavior (A-HAV-B) Approach involves a three-credit behavior management course, certification in the Mandt System for Managing People, and student teaching experience. The behavior management course teaches competencies in four major approaches to handling misbehavior: preventative planning; anticipatory response techniques; assertiveness; and systematic interventions. The Mandt System teaches both nonphysical techniques (including body positioning, attitude, and verbal and nonverbal communication) and physical techniques (focusing on protecting and managing without attempting to control the aggressor). Trainees in the A-HAV-B program serve a 75-hour internship at a state-operated residential facility for youth with emotional disturbances, and have access to Mandt trainers as mentors and student teaching supervisors. Trainees report high degrees of confidence and effectiveness in using the A-HAV-B techniques with children and youth in a variety of settings. The course outline is attached. (PB)

ED 395 407 EC 304 800

Everhart, Vicki; And Others
Evaluation of a Speech-to-Print Transcription System as a Resource for Mainstreamed Deaf Students.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- Apr 96
NOTE- 24p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Access to Education; *Augmentative and Alternative Communication; *Communication Aids (for Disabled); *Computer Uses in Education; *Deaf Interpreting; Equipment Evaluation; *Hearing Impairments; Higher Education; Inclusive Schools; Notetaking; Sensory Aids
IDENTIFIERS- *Speech Print Relationship; *Transcription

This paper describes and evaluates the National Technical Institute for the Deaf's (New York) Computer-Aided Transcription System (C-Print), a computer-aided system for transcribing speech to print in the college classroom. The system involves a hearing operator/transcriber typing the words

PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Elementary Education; Elementary School Teachers; Focus Groups; Information Dissemination; *Learning Disabilities; Marketing; *Reading Instruction; *Research and Development; Special Education Teachers; *Teacher Attitudes; Teaching Methods; *Theory Practice Relationship

This report summarizes results of three focus groups which examined teachers' ideas and attitudes about the utility of research on the practice of teaching reading to students with learning disabilities and about forms of communication that would make research information more useful. The focus groups were part of a larger project designed to improve the "translation" and dissemination of research utilizing a social marketing approach. The three groups were composed of either special educators, general educators, or both special and general educators. Groups discussed: instructional teaching strategies and problem solving; the use of research in developing and choosing instructional teaching strategies; specific attitudes and concerns about reading instruction, especially for students with learning disabilities; and information needs. Findings included: teachers tend to use research as either background information or as a source of possible classroom strategies to be evaluated in the light of experience, experimented with if promising, and discarded if unsuccessful; teachers prefer to learn from other teachers; and teachers distrust mandated instructional approaches (e.g., whole language). Implications for communication to teachers are: (1) teachers prefer to learn in social, interactive ways; (2) teachers need the verisimilitude and authenticity of knowing that a learning medium was researched and used by real teachers in real classrooms; (3) any form of communication by non-teachers to teachers will be more effective if the teachers are addressed/treated with the respect accorded to other professionals; (4) when communicating with teachers in writing, keep messages concise and readable; and (5) teachers are members of the general public, and can be persuaded by means of the same mass media strategies that are used to persuade the rest of us. (DB)

ED 395 425 EC 304 819

Bethea, Leslie L.; Thompson, Anne R.
Student Affairs Staff Survey of Knowledge of Disability Laws and Recent Legal Decisions. Postsecondary Accommodations for Academic and Career Success.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- 96
NOTE- 17p.; For a faculty and general staff survey, see EC 304 816.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Test, Questionnaires, Evaluation Instruments (160),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Accessibility (for Disabled); Access to Education; Civil Rights Legislation; College Students; Compliance (Legal); Court Litigation; *Disabilities; Federal Legislation; Higher Education; *Knowledge Level; *Legal Responsibility; School Responsibility; *Student Personnel Services; *Student Rights; Surveys
IDENTIFIERS- Americans with Disabilities Act 1990; Rehabilitation

ED 395 443 EC 304 838

Mar, Harvey
Psychological Evaluation of Children Who Are Deaf-Blind: An Overview with Recommendations for Practice.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- May 96
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Deaf Blind; Educational Practices; Elementary Secondary Education; *Evaluation Methods; *Psychological Evaluation; School Psychologists; Student Educational Objectives; *Student Evaluation
IDENTIFIERS- *Quality Indicators

This fact sheet answers frequently asked questions about psychological evaluations for infants, children, and adults who are deaf-blind. It also considers how to use psychological evaluation quality indicators and identifies desired outcomes to maximize benefits to the student. Questions addressed include: (1) what skills and abilities are assessed in psychological evaluations?; (2) can students who are deaf-blind be meaningfully evaluated?; (3) is there a preferred method for evaluating an individual who is deaf-blind?; (4) who should conduct psychological evaluations of students who are deaf-blind?; (5) how should the psychologist prepare for an evaluation of someone who is deaf-blind?; and (6) what roles do parents play in the evaluation process? Quality indicators of a psychological evaluation are listed, such as use of multiple procedures and instruments; assessment of pragmatic, functional, home, and community skills; and focus on the process of learning rather than on test scores. Examples of desired outcomes of psychological evaluation include a written report that objectively describes the student's competencies and areas of difficulty, consideration of what goals the student might be expected to achieve, and discussion of strategies to help parents and teachers deal with problem behaviors. An annotated list of seven print resources is attached. (DB)

ED 395 444 EC 304 839

Lieberman, Lauren
Recreation and Leisure.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 95
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Accessibility (for Disabled); Adults; Children; *Deaf Blind; Educational Principles; Individual Development; *Leisure Education; Program Development; *Recreational

English language writing skills as taught to corporate clients. Negotiation is used to reach decisions concerning the goals and methodology of learning to ensure cooperation and enhance satisfaction with the learning process. The methodology is based on an understanding that the business sector consists of highly-specialized discourse communities as defined by John Swales (1990). This paper demonstrates the relationship between the initial interview, discussion, and final decision on which the training contract depends and the significance of the relationship for the creation of a successful English for Specific Purposes (ESP) course. Study mode negotiation involves an interview with the learner and his/her employer and analysis of the two interviews, followed by decisions and recommendations that are subsequently renegotiated before the service commences. At first, this may appear to be a needs assessment of the student, but it is actually a needs assessment of the student as well as the needs of the end-user of the learner's services. The approach uses "authentic" texts. An "authentic" text is defined as a text that is current with an identifiable social purpose. The complete methodology consists of interview, diagnosis, prognosis, negotiation of study mode, preparation of course content, treatment, and evaluation. (Contains 15 references.) (NAV)

ED 395 463 FL 023 781

Leung, Peggy; Lo, Terence
Quality Communication in Hospitality: Language Skills or Culture Transfer?
PUB DATE- 96
NOTE- 13p.; In: Crooks, Tony, Ed., ESP in Southeast Asia; see FL 023 776.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Cultural Awareness; *Culture Contact; English (Second Language); *English for Special Purposes; Foreign Countries; *Hospitality Occupations; Intercultural Communication; *Language Skills; Second Language Instruction; Social Change; *Transfer of Training
IDENTIFIERS- Hong Kong

This paper focuses on English language teaching for the hospitality industry in Hong Kong, presenting a brief statement on the concept of transfer and its relevance to teaching English as a Foreign Language (EFL) for the world of work. The observable changes in the nature of language in the world of work in a service-oriented economy are explained, based on the premise that the goal of language training for the hospitality industry is quality communication in the service encounter. The changing nature of language at work in the service industries and the language of service in the world of hospitality are examined, and the need for communication convergence in the service encounter is highlighted as a means of achieving client satisfaction. The pedagogical implication is a need to incorporate a substantial, cross-cultural communication component into the hospitality language curriculum. It is recommended that language learning be construed essentially as a linguistic experience of culture transfer. Effective EFL teaching for the hospitality industry must consider three aspects of culture transfer: (1) teaching must be aimed at successful transfer from classroom to workplace; (2) changing cultural values of the industry must be understood and transferred to the culture of the English classroom; and (3) communication; gatekeeping, or making decisions that will affect the social, economic, and geographic mobility of others; communicative styles; and dealing with conflicting styles of politeness. The final section contains specific behavioral recommendations for improving interethnic communication, based on three basic strategies: perception of what is happening in the communication; acceptance that others do not intend to miscommunicate; and repair of miscommunication. (MSE)

ED 395 486 FL 023 818

Thompson, Chad; And Others
Koyukon Language Curriculum. Student Workbook.
PUB DATE- 94
NOTE- 164p.
LANGUAGE- English; Koyukon
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Adult Education; *Athapascan Languages; Daily Living Skills; *Grammar; Interpersonal Communication; Language Patterns; *Native Language Instruction; Regional Dialects; Secondary Education; Uncommonly Taught Languages
IDENTIFIERS- Alaska; Koyukon

This workbook is designed to assist teenagers and adults in learning the Koyukon language, and is intended as a classroom supplement. Users are encouraged to use the language with native speakers. The text consists of 36 lessons on grammar, conversation, and language patterns: exclamations; a beginning conversation; single words that form a sentence; Koyukon dialects; weather; verbs of position; past and perfective tenses; noun possession; body parts; possessing animal body parts; kin terms; human plurals; numbers and counting; the verb "to eat"; cooking verbs; yes-no questions; human demonstratives; verbs of crying out; direct object prefixes; watching movies; drinking verbs; the verb "to work"; the verbs "to make"; the verb "to be happy"; verbs of motion; future tense; the inceptive tense; and the optative tense. Vocabulary lists, dictation, translation, and other exercises, and illustrations are included in each lesson. Two crossword puzzles are appended. (MSE)

ED 395 487 FL 023 819

Peter, Katherine
Dinjii Zhuh Ginjik Nagwan Tr'iltsaii. Gwich'in Junior Dictionary.
SPONS. AGENCY- Office of Bilingual Education and Minority Languages Affairs (ED), Washington, DC.
PUB DATE- 93
NOTE- 172p.
LANGUAGE- English; Kutchin
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Vocabularies/Classifications (134),Reference Materials - Vocabularies/Classifications (134)
DESCRIPTORS- *Athapascan Languages; Bilingual Education; *Decoding (Reading); English; Grammar; Interpersonal Communication; Language Patterns; Morphology (Languages); Phonology; Pronunciation; Reading Strategies; Regional Dialects; Uncommonly Taught Languages; *Vocabulary
IDENTIFIERS- Alaska; Kutchin; Orthography

This dictionary is designed to provide students with the Gwich'in equivalents of common conversational English words and phrases, narrative significance. The analysis of this Chinese, second-language text reveals that a prototypical meaning based on a specific cultural model can serve as the basis for culturally significant meanings in the text; cultural sayings serve as sources of cultural assumptions in the Chinese legend of Fa Mu Lan and the negative stereotyping of Chinese daughters. Semantic prototype theory draws attention to the models underlying the meaning of words to remind that one must look beyond dictionary definitions to see how different cultures apply linguistic labels to descriptions of reality. It also suggests that semantic prototypes are some of the forms that cultural meanings may take. (Contains 20 references.) (NAV)

ED 395 509 FL 023 858

Cleary, John
Misleading Contexts: The Construction of Ambiguity in the Cryptic Crossword Clue.
PUB DATE- 96
NOTE- 18p.; For complete volume, see FL 023 856.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Ambiguity; Context Clues; Decoding (Reading); *Figurative Language; Foreign Countries; Games; *Humor; *Lexicology; Literary Devices; Miscue Analysis; Reading Comprehension; Verbal Stimuli; Vocabulary Skills; Word Recognition
IDENTIFIERS- Crossword Puzzles; *Cryptic Crossword Puzzles

This paper investigates the intentional creation of ambiguity by composers of cryptic crossword puzzles. Taking a research question of "what makes a cryptic clue more difficult to solve than a simple crossword clue," it compares a sample of cryptic and quick crosswords from "The Guardian" and attempts to isolate the linguistic factors that make the cryptic crosswords more difficult to complete. Cryptic crosswords represent creative employment of linguistic resources within specific conventions to produce a particular form of language as entertainment. It was found that the cryptics, on the whole, do not use more difficult vocabulary than the quicks and that both types of crosswords indicate the senses and denotations of the target words in broadly similar ways. The cryptics do employ more non-prototypical sense of target words and make much use of lexical and syntactic ambiguity in their clue writing to create a "misleading context" that leads the solver "up the garden path." It is argued that cryptic clues provide interesting material to investigate how persons process ambiguity and explore verbal play and humor. Cryptics involve the solver's whole semantic and syntactic competence in the resolution of ambiguity. An appendix offers sample clues with solutions. (Contains 14 references.) (Author/NAV)

ED 395 510 FL 023 859

Dawson, Giulia; And Others
Learners' Perceptions of Factors Affecting Their Language Learning.
PUB DATE- 96
NOTE- 18p.; For complete volume, see FL 023 856.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080),Test, Questionnaires, Evaluation Instruments (160)

latter more syntactically restricted. Spanish is found to be the matrix language in the Mexican press, while in Chicano code-switching the matrix language is not always discernable. Several possible explanations are offered. In addition, it is found that code-switching in the Mexican press has limited pragmatic functions because it involves a written channel, is addressed to an anonymous audience, and is constrained by negative attitudes toward the type of code-switching found in the United States' Chicano community and the ambivalent status of English in Mexico. Finally, it is noted that this ambivalence is reflected in the use of English in the Mexican press, where it is used both to evoke a more precise image or sophisticated tone than a Spanish word or phrase and to attack American politics and values. (MSE)

ED 395 530 FL 023 903

Karkkainen, Elise
Modality as a Strategy in Interaction: Epistemic Modality in the Language of Native and Non-Native Speakers of English.
PUB DATE- 92
NOTE- 22p.; For complete volume, see FL 023 890.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Journal Articles (080)
DESCRIPTORS- Comparative Analysis; Discourse Analysis; *English (Second Language); *Finnish; Foreign Countries; Interaction; *Interpersonal Communication; Language Patterns; Language Research; Linguistic Theory; Native Speakers; Persuasive Discourse; *Pragmatics; Second Language Learning; Uncommonly Taught Languages
IDENTIFIERS- *Modality (Grammar); Politeness

The study focused on problems that Finnish learners of English (NNS) encounter with epistemic modality in conversational interaction with native speakers of English (NS). Epistemic modality refers to modal expressions that convey the speaker's commitment to the truth of the propositions he is expressing (e.g., "surely he understands..."). Data were drawn from 48 simulated task-oriented conversations between an NNS and an NS. It was hypothesized that epistemic modality has a bearing on the rhetorical force of the utterance, therefore having a strategic function in discourse. It was found difficult to apply a modified speech-act approach to data analysis, so the unit of analysis was extended to a sequence of discourse in which a face-threatening issue arose and was discussed, and at least a preliminary agreement was reached. Occurrence and co-occurrence of epistemic items were examined in these sequences. Three types of strategic functions for epistemic modality were discerned: on-the-record and conventionalized, as a politeness strategy; off- or on-the-record, as a face-saving strategy; and off-the-record, as a persuasion and manipulation strategy. It was found that NNSs use fewer epistemic expressions and favor different types than do NSs. Pedagogical implications are discussed. (MSE)

ED 395 531 FL 023 904

Bhatia, Vijay K.
Pragmatics of the Use of Nominals in Academic and Professional Genres.
PUB DATE- 92
NOTE- 16p.; For complete volume, see FL 023 890.
LANGUAGE- English

university prepares students for the work environment, as well as which criteria employers perceive to be important in hiring graduates. A researcher-developed instrument was used to survey 136 employers of graduates. Both descriptive analyses and analyses of variance were performed on the data. Open-ended questions were also employed. The results indicated that the major perceived strengths of this institution were the quality of its academic programs and the professional attitudes of its graduates, whereas real-life experiences and communication skills were perceived to be lacking in its graduates. Respondents also identified interpersonal and critical thinking skills as major elements needed for success in business. Several recommendations for improving the effectiveness of business programs are included. The "Business Survey Instrument" is included as an appendix. (Contains 23 references.) (JPB)

ED 395 552 HE 029 211

Schwartz, Robert A.
Reconceptualizing the Leadership Roles of Women in Higher Education: A Brief History on the Importance of Deans of Women.
PUB DATE- Apr 96
NOTE- 27p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April, 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Historical Materials (060),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Role; *Deans of Students; *Educational History; Higher Education; *Leadership; Sex Bias; Student Development; Student Evaluation; Student Needs; *Student Personnel Services; Trend Analysis; *Women Administrators; Women Faculty; Womens Education
IDENTIFIERS- American Council on Education

This paper chronicles the history and many achievements of the deans of women at American colleges and universities in order to celebrate their contributions to academic life. The struggles and accomplishments of the early deans of women, and the creation of the position of dean of men which followed are described. While the deans of men resisted graduate education and the role of administrative coordinator of student life and education, the deans of women encouraged graduate study for training new deans and for expanding the opportunities for research. The "personnel" movement of the 1930s and the publication of "Personnel Procedure in Education" by the American Council on Education incorporated the deans of women's ideas. The role of gender bias in the disappearance of the position of dean of women is also considered. This history shows that much of the initial research completed on students, student culture, and the value of higher education was completed by women, who were either deans or educating deans. The development of student support services, career development activities, discipline and other student-related research was generated, conducted and supported by the deans of women. (Contains 35 references.) (JPB)

ED 395 553 HE 029 212

Bosker, Roel; And Others
Do Colleges Have an Effect on the Labour Market Success of Their Graduates?
PUB DATE- Mar 96
NOTE- 25p.; Paper presented at the Annual Meeting of the American

Cunningham, Ann Marie; Wicks, Wendy
Guide to Careers in Abstracting and Indexing.
PUB DATE- 92
NOTE- 115p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Abstracting; *Career Guidance; Educational Background; Educational Opportunities; Employment Qualifications; *Indexing; Information Sources; Personality Traits; Professional Associations; *Professional Services; Salaries; *Training
IDENTIFIERS- Abstracting and Indexing Services; Indexers

This book serves as an overview of the field of abstracting and indexing, beginning by explaining some of the history and terminology of the craft. Other topics include the customary duties of abstractors and indexers, the types of employers that hire them, personal attributes and educational requirements important to success in the profession, training and equipment options, helpful reference sources, salaries, and benefits. Appendices provide a directory of professional abstracting and indexing societies around the world, a list of major conferences of interest to abstractors and indexers, a list of relevant directories and serials, and a 45-item bibliography of recommended readings. (Contains 56 references.) (BEW)

ED 395 572 IR 017 884

Anglin, Gary J., Ed.
Instructional Technology: Past, Present, and Future. Second Edition.
PUB DATE- 95
NOTE- 431p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Certification; *Computer Uses in Education; Distance Education; *Educational Development; Educational Research; *Educational Technology; *Educational Trends; Futures (of Society); Instructional Design; *Instructional Development; Internet; Needs Assessment; Professional Development; Systems Development

Leading professionals in the field discuss instructional design and systems, computer applications in education and training, research and evaluation in instructional technology, future prospects for instructional technology, and professional development. The book contains six parts. A brief outline of instructional development and educational technology is given in part 1. This is followed by consideration in part 2 of the current state of the art, trends and issues, and challenges in linking the cognitive sciences with the instructional design process. Instructional development, including needs assessment and task analysis procedures are covered in part 3, and part 4 reviews various applications of instructional technology, such as the Internet and distance education. Parts 4 and 5 present an overview of current research and cover certification and professional development in the field. New to this edition are development issues were researched, comparable children's literature was located, and short brochures were written to accompany each lesson. The program was delivered as a one-credit course in 16 1-hour lessons. Each lesson consisted of discussion, group exercises, reading a children's book, and a writing activity for homework. Results of a pretest/posttest administered to participants showed that attitudes about child rearing became more positive, a slight change in behavior was found, and participants reported they were more knowledgeable about parenting/child development issues and used less physical punishment than before. The 13-page report is accompanied by the curriculum guide, pretest/posttest, and parenting brochures. The curriculum guide consists of 16 lessons, each of which consists of goals, objectives, methods and procedures, and homework. Topics include the following: choosing child care; families; feelings and self-esteem; attachment; time management; communication; partner relationships; preventing violence; toilet training; families reading together; safety; talking to children about death, divorce, and loss; bedtime issues and fears; and positive discipline. A supplemental children's book list is appended to the guide. (YLB)

ED 395 116 CE 070 932

Mangie, Bernadette A.; Goberish, John S.
PASSAGE: "Your Workplace and Job-Skills Information Newsletter." 353 Report.
SPONS. AGENCY- Pennsylvania State Dept. of Education, Harrisburg. Bureau of Adult Basic and Literacy Education.
PUB DATE- 95
NOTE- 107p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Collected Works - Serials (022)
DESCRIPTORS- Adult Education; Adult Students; *Career Development; Career Education; Education Work Relationship; *Employment Patterns; Job Search Methods; *Job Skills; Labor Market; Lifelong Learning; Literacy Education; *Newsletters; *Occupational Information; Underemployment; Unemployment
IDENTIFIERS- 353 Project

The main objective of the 1994-95 PASSAGE Newsletter project was to provide timely workplace and job skills information to Pennsylvania's adult learners, unemployed/underemployed individuals, adult educators, career counselors/trainers, and resource/training centers. The newsletter highlighted a variety of topics: classroom skills used in the workplace, employer expectations, job search strategies, growing career fields, labor market trends, and success stories. It maintained a hands-on approach that could be used by individuals or in whole group settings; expanded its network of educators, business professionals, and adult learners by initiating a reader survey; and encouraged telephone correspondence. Ten issues were prepared. PASSAGE had a circulation of 2,800. (The 10 issues of PASSAGE are attached.) (YLB)

account the following factors: purpose of the program, how the program meets the most important current needs of the adult population, if it is accessible to the people who need services, and whether the literacy content is relevant to learners' needs. Flexibility of funding also is important. Assessment can be carried out on two levels--program evaluation and learner assessment. Criteria for funding a literacy program include the following: Does this program have the particular emphasis determined for current literacy funding priorities? Is this a high-quality program, according to "Model Indicators" by the U.S. Department of Education? Is the program achieving the particular purpose and specific goals it was set up to achieve? Is this an established, proven, high-quality program? or Is this a new program that has promise? The following are some best practices in literacy: using the most current teaching methods, including the contextual approach, the learner-centered approach, the participatory approach, and the use of new learning technology. (This paper includes a synopsis of the U.S. Department of Education Model Indicators of Program Quality.) (KC)

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Adult Education; Behavioral Objectives; Employer Employee Relationship; Hazardous Materials; Job Skills; Learning Modules; Management by Objectives; *Management Development; *Management Systems; Performance Factors; Performance Technology; *Personnel Evaluation; *Productivity; Program Descriptions; Radiation; Staff Development; *Supervisory Training; Tests; Vocational Education; *Waste Disposal
IDENTIFIERS- *Radioactive Wastes

This module is part of a set of management and supervisor training (MAST) materials developed by the Department of Energy for the Waste Isolation Division. Its stated purpose is to enable trainees to identify and use managerial control. The first section of the module is an introduction that includes a terminal objective and opening remarks intended to focus the trainees' attention on the subjects discussed in the module. Most other module sections begin with a list of enabling objectives. Many sections contain "critical incidents" or real-life occurrences at the Deaprtment of Energy's Waste Isolation Pilot Plant that relate to the section topic. Some illustrate effective management practices, and some illustrate ineffective ones. Each critical incident includes "lessons learned" information. Section topics are as follows: the meaning of control, effective and ineffective control, establishing a control system, measuring productivity, evaluating people, rewarding people, and control through progressive monitoring. A list of "smart moves" is included near the end of the module. Contains seven references and a practice test. Answers and feedback for the test are provided. (YLB)

(Appendixes constituting approximately 90% of this document include the following: survey instruments; student recruitment/completion data; course outlines; course evaluations; lists of homeless coalition agencies contacted; publicity flyers; a job search inventory; the table of contents of an English/Spanish job search handbook; minutes of staff meetings; and reports to the homeless coalition.) (MN)

Fundamentals; and Typing I. Also includes: student profile forms; a short student handbook and student progress reports; press releases and news articles; flyers, agendas, and activities; lists of advisory board members and copies of correspondence; proposed bylaws; and advisory board minutes.) (KC) communities initiative application information. (MN

ED 395 209 CE 071 738

Prison Education Research Project. Final Report.
PUB DATE- Sep 94
NOTE- 65p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Academic Education; Adult Education; College Programs; Comparative Analysis; *Correctional Education; Educational Policy; *Educational Practices; Literature Reviews; *Outcomes of Education; Participation; Policy Formation; Postsecondary Education; *Predictor Variables; *Program Improvement; *Recidivism; State Programs; Statewide Planning; Success; Tables (Data); Vocational Education
IDENTIFIERS- *Texas

More than 60 studies on prison education were reviewed to determine the following: relationship between prison education and offender behavior; effects of prison population control strategies on prison education programs; and effects of academic and vocational program participation on inmate misconduct and reincarceration. Among the main findings were the following: (1) inmates exposed to education programs have lower recidivism rates than do nonparticipants; (2) most vocational programs in prison reported lower recidivism rates, lower parole revocation rates, better postrelease employment patterns, and better institutional disciplinary records for participants than for nonparticipants; and (3) factors associated with higher program success rates include keeping the program separate from the rest of prison routine, providing follow-up after release, identifying and attracting a target population, and providing marketable vocational skills. An examination of the prison population control strategies and correctional education program provided by Texas' Windham School System established the following: recent prison population control strategies have virtually closed the window of opportunity for inmates in educational and vocational programs; the system's academic programming had the greatest effects on inmates at the lower grade levels; and the system's vocational programs have modest reincarceration effects. (Contains 108 references, 27 additional publications, not discussed in Chapter 1, and 14 tables.) (MN) between gender, self-esteem, social support from family, and suicidal behavior. Psychopathology was classified according to whether a dysfunctional behavior originated from inner turmoil ("internalizing"), or from outer turmoil (focusing on others' role in creating pain--"externalizing"). After examining 171 boys' and girls' suicidal behaviors versus adolescents with no history of such behavior, statistical analysis revealed the influence of gender but no significant gender-by-group interaction. Findings indicate that a low level of perceived family support was the only significant predictor of history of suicide attempts for girls. Boys' suicide attempts were predicted by perceived family support and by higher levels of externalizing behavior and internalizing behavior, and by greater age, when compared to girls. Four tables present statistical analysis. Contains 12 references. (RJM)

EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Aspiration; *Educational Discrimination; Elementary Secondary Education; Foreign Countries; Learning Motivation; Psychological Characteristics; *Self Motivation; *Sex Differences; Sex Role; *Student Motivation; Two Year Colleges
IDENTIFIERS- Adolescents Academic Motivation Scale; Quebec

The possibility of gender-related differences in student motivation throughout their schooling was investigated in this study. Subjects were 538 elementary-school students, 1,519 high-school students, and 2,434 junior-college students from the Montreal (Quebec, Canada) area. The Adolescents Academic Motivation Scale was administered to assess students' motivational styles toward two main academic activities, "going to school" and "doing homework." Findings indicated that motivation does not occur under the same conditions for males and females. Results support the existence of gender-related differences across all levels of schooling. From grade 6 to junior college, girls are significantly more self-determined and less externally regulated and amotivated toward academic activities than boys who, in contrast, are significantly less self-determined. This gap in academic motivation is even more significant considering that more boys drop out of school than girls (in the Montreal areas, 42% compared to 28%, at the high school level). Because gender-related differences in motivational styles could have a great impact on teaching, learning and the evolution of our society, it seems imperative that future research focus on their antecedents. (Contains 32 references and 9 figures.) (TS)

ED 395 268   CS 012 413

Musthafa, Bachrudin
Learning from Texts and Reading Instruction.
PUB DATE- 96
NOTE- 45p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Content Area Reading; *Critical Reading; Elementary Education; Instructional Improvement; Literature Reviews; *Reader Text Relationship; Reading Comprehension; Reading Research; Teacher Role; *Text Structure
IDENTIFIERS- *Strategic Reading; *Text Factors

Noting that children must be provided with the opportunity to read various types of text as early as possible if they are to develop into strategic and self-directed readers, this paper presents research evidence to show that every text type makes unique demands on readers. The first section of the paper discusses reading in the school context, including the roles of text in children's learning, and the teacher's role in using text as a learning tool. The second section discusses different types of texts, their characteristic properties, and differing comprehension processes for different types of texts. The third section elaborates on content area (social studies, science, and mathematics) texts and the cognitive demands of each. The fourth section discusses research evidence and some issues related to learning from texts. The last section draws implications and proposes suggestions for improving reading instruction. Contains 77 references. (RS) educators must offer an orchestrated development plan aimed at the acquisition of attitudes and skills that allow and promote self-direction. Self-direction and self-help are becoming increasingly necessary as "high-tec" cultures move forward. Self-directed learners exhibit initiative, independence, and persistence in learning; accept responsibility for their own learning; are capable of self-discipline and have a high degree of curiosity; possess a strong desire to learn and to change; are self-confident; are able to use basic study skills and organize their time; and enjoy learning and have a tendency to be goal oriented. Movement toward an increase in self-directed learning is a viable task. Directed discourse/discussion is an effective tool for the implementation of an effort to make students aware of the options, goals, and objectives of self-directed learning. Students need opportunities to act on decisions driven by their attitudes toward expanding and changing their role as a learner in the schooling environment. A move toward the development of self-direction in learning may well set in motion the evolution of the self-directed teacher. (Contains eight references.) (RS)

Allen, Sheilah M.
Year Two of a Penpal Project: Connecting Middle School and University Students.
PUB DATE- 96
NOTE- 20p.; For Year 1 of the project, see ED 390 057. For a related paper, see CS 215 234.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Reports - Research/Technical (143)
DESCRIPTORS- Action Research; *Audience Awareness; *College School Cooperation; Foreign Countries; Higher Education; *Interpersonal Communication; Junior High Schools; *Letters (Correspondence); Middle Schools; Preservice Teacher Education; *Undergraduate Students
IDENTIFIERS- *Middle School Students; *Penpals

This paper discusses the second year of a cooperative penpal project between preservice teacher education students and middle school students. Following a review of the literature to provide a context for this kind of research, the paper offers demographic data about the students on both sites (n=27 at each site) and describes visits to the middle school and the university. The paper uses samples from letters to give a flavor of the richness of the project and explores issues arising from the letters and the entire experience. The paper concludes that the benefits were "enormous" for all participants, and that it is important for a teacher-educator to keep in touch with the realities of the public schools. Contains 10 references; appendixes include a data sheet for participants; a survey of reading interests, and 2 original letters from middle schoolers. (NKA)

many reference sources. (NKA)

ED 395 329   CS 215 321

Goss, Linda; Goss, Clay
Jump Up and Say! A Collection of Black Storytelling.
PUB DATE- 95
NOTE- 307p.; Introduction by Ossie Davis.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Collected Works - General (020),Books (010)
DESCRIPTORS- Audience Awareness; Authors; *Black Culture; *Black Literature; Cultural Education; Folk Culture; Foreign Countries; Narration; *Oral Tradition; *Short Stories; *Story Telling
IDENTIFIERS- Africa; African Americans; *Black Writers; *Oral Literature; West Indies

This book features more than 70 stories about the wide range of the Black experience, including traditional tales from Africa and the West Indies. Collected in the book are family stories and moral fables, ghost stories and tales rich in humor, as well as raps and rhymes, memoirs and songs, recipes and riddles, and stories and poems about freedom, protest, and change. In this collection, voices spanning centuries, continents, and cultures blend to celebrate the African-American storytelling tradition. Among the storytellers included in the book are: Langston Hughes, Alice Walker, Zora Neale Hurston, Toni Cade Bambara, and Rex Ellis. A resource bibliography lists books of general information; books of personal and family narrative; Caribbean folktale collections; African and African-American folktale collections; books for young readers, grades K-5; and books for young readers, grade 5 and up. An index of selected stories in the book appropriate for children is also attached. (NKA) needs of students in Idaho? and (3) Should curriculum needs be addressed by Idaho institutions of higher learning in an effort to help the communication arts teacher? A survey was sent out to secondary school teachers consisting of three groups of questions written in an affirmation mode using the Likert scale response format. A total of 72 secondary school teachers from 61 schools responded. Results showed that the number of non-certified teachers is low in speech and drama; that the needs of students in speech are being met in large degree; and that most respondents only have a B.A. or B.S. Based on these results, a number of recommendations were formulated. First, certification standards, especially in drama, debate, and forensic activity, need to be reanalyzed and/or developed. Second, universities need to help communication arts teachers acquire course work towards multiple certifications. Third, individual schools must address the needs of individual students in drama, debate, and forensic activity. Fourth, further study on small school needs should be undertaken. (Survey is attached.) (TB)

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Accountability; Educational Assessment; Educational Change; Elementary Secondary Education; Mixed Age Grouping; Primary Education; Professional Development; *School Based Management; School Restructuring; *State Legislation
IDENTIFIERS- *Kentucky Education Reform Act 1990

The Kentucky Education Reform Act (KERA) represents one of the most comprehensive pieces of educational reform legislation enacted in the United States. This article describes a series of unintended consequences that are the direct results of inconsistencies both between and within components of the reform. The inconsistencies have made certain reform components highly controversial and have confounded implementation efforts. They also point out areas where policymakers must give serious attention if modern reform initiatives are to create the improvements for which they are intended. Data were gathered from four sources: a comprehensive review of research reports; analysis of state newspaper articles; telephone interviews with leaders of selected legislative subcommittees, Department of Education officials, and leaders of various educational groups; and informal meetings with various groups of educators. (Contains 26 references.) (LMI)

Change; *Organizational Climate; *Parent School Relationship; Power Structure; *School Culture; School Organization

This book provides a conceptual basis for viewing the school as an ecology of people and events that goes beyond the school walls. The book argues that everything that goes on in school is inextricably linked to the home--from patterns of thought and behavior to attitudes toward school. The book also provides strategies for parents, teachers, and administrators to enhance collaborative dialogue and action. The book is based on an ethnography conducted in a school district in the western United States. Data were obtained from interviews with parents, teachers, and administrators; observation of parent and community meetings and events; and relevant documents. Chapter 1 provides an introduction to the social and historical context of school-parent relationships. A feminist framework is used to redefine parent-school relations as collaborative, and to imbue public school organizational structures and school leadership with an ethic of care, community-building, and a focus on teaching and learning. Chapter 2 details the ethnographic and feminist approach used to study and analyze parent-school relations. The third chapter examines the variety of ways that schools alienate and distance parents, and the part that parents play in implementing reform efforts. The logic of school organization and the construction of schools as competitive bureaucracies is the focus of chapter 4. The fifth chapter takes up the issue of the different organizational structures of elementary, middle, and high schools, and the social and cultural differences between schools and homes. The sixth chapter examines reasons given by parents, teachers, and administrators for the present state of parent involvement in schools and offers a basis for change built around relationship-building and an ethic of care. Chapter 7 further explores the issue of collaboration and community-building, arguing that educators must be committed to working with parents from a variety of social classes and ethnic and cultural backgrounds. The eighth chapter continues the feminist approach by focusing educational leadership and school work in general on teaching and learning. Chapter 9 draws together the findings of the study that parent-school collaboration is essential to the creation of responsive schools, and that this is not an impossible task. Two tables, an index, and copy of the interview guide are included. (Contains 291 references.) (LMI) of the teacher and students as they are spoken. A real-time text display is available for the deaf student to follow on a laptop computer or a television monitor. In addition, the text file is stored in the computer and can be edited, printed, and distributed later to students, tutors, and instructors. To accommodate the gap between speech and transcription speeds, the system uses both a computerized abbreviation system and text condensing strategies. Deaf or hard-of-hearing college students (N=19) who received C-Print services in mainstream classes provided feedback through questionnaires and interviews. Students perceived the system as providing very thorough information by capturing nearly all important details of a class and by giving this information permanence in a manageable file or print form. Most students preferred C-Print to using notetakers and interpreters, since both notetakers and interpreters are forced to summarize information rather than providing it verbatim. Five figures presenting the data are appended. (PB)

Act 1973 (Section 504)

This document presents survey questions concerning rights of students with disabilities in postsecondary education and the responsibilities and rights of student affairs staff. The survey is intended to provide necessary information about disability laws and recent legal decisions in the context of the increased enrollment of students with disabilities in higher education and the increasing need for accommodations. The 26-item survey identifies the correct responses (from yes/no choices), offers a rationale for the correct response, and provides one or more references. The survey addresses: Section 504 of the Rehabilitation Act of 1973, the Americans with Disabilities Act, suitable accommodations, limitations on required accommodations, liability of the individual student affairs staff member, access to student diagnostic information, admissions tests, safety considerations, student housing, preferred terminology, and accommodations for individuals with specific impairments. (Contains 20 references.) (DB)

Activities; Student Participation; *Teaching Methods

This brief guide presents principles and suggestions to help individuals who are deaf-blind enjoy and benefit from participation in recreational activities. Principles consider the need to: (1) start with the individual and determine what he/she is interested in, focusing on the selection of safe, age-appropriate activities; (2) research the individual's communication patterns and cooperatively develop a recreation plan with both short- and long-term objectives; (3) maintain interest through establishing a specific time period for trying out a new activity, selecting the proper time of day to regularly schedule the activity, and modifying the activity when necessary; and (4) identify effective teaching strategies. Effective teaching strategies include orientation of the individual to the playing area, use of braille or feeling and imitation, and facilitation of the individual's choice-making. An annotated list of 9 organizations and 14 print resources for further information concludes the guide. (Contains 14 references.) (DB)

transfer between service staff and guest must be an integral aspect of foreign language use in the professional service encounter. (Contains nine references.) (NAV)

ED 395 464 FL 023 785

Jochelson, Waldemar, Comp.; Bergsland, Knut, Ed.; Dirks, Moses L., Ed.
Unangam Ungiikangin kayux Tunusangin = Unangam Uniikangis ama Tunuzangis = Aleut Tales and Narratives.
PUB DATE- 90
NOTE- 738p.; "Collected 1909-1910 by Waldemar Jochelson...Appendix: Aleut lore published 1840 and 1846 by Ioann Veniaminov, re-edited by Knut Bergsland."
LANGUAGE- English; Aleut
EDRS Price- MF04 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020),Collected Works - General (020)
DESCRIPTORS- *Alaska Natives; *Eskimo Aleut Languages; Ethnography; *Folk Culture; Geographic Distribution; Legends; Maps; *Oral Tradition; Photographs; *Regional Dialects; Songs; Translation; Uncommonly Taught Languages

This collection of Aleut stories was originally collected by Russian ethnographer Waldemar Jochelson in 1909-10 in an attempt to preserve Aleut culture. An introductory chapter offers historical background, information about Aleut dialects and dialect groups, notes on the original fieldwork, and descriptive and technical information about the texts and their editing and translation. Following this are 75 Eastern Aleut texts (left page) and their translations (right page), 4 Atkan texts, and 8 Attuan texts. Photographs and maps provide illustrations. Eastern Aleut song texts and Atkan texts are appended. (MSE) and is intended for use in bilingual classrooms. Gwich'in is an Athabaskan language spoken in several villages in Alaska. An introductory section provides background information on Gwich'in orthography and phonology, the Gwich'in alphabet, dialects, the dictionary's content and format, and how the dictionary was composed. A subsequent section contains a guide to reading the language. The dictionary itself is an English-Gwich'in listing with some line drawings for illustration. (MSE)

ED 395 488 FL 023 820

Jones, Eliza, Comp.
Junior Dictionary for Central Koyukon Athabaskan: Dinaakkanaaga Ts'inh Huyoza.
PUB DATE- 92
NOTE- 206p.
LANGUAGE- English; Koyukon
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Vocabularies/Classifications (134),Reference Materials - Vocabularies/Classifications (134)
DESCRIPTORS- Alphabets; *Athapascan Languages; Elementary Education; English; Phonology; *Pronunciation; *Regional Dialects; Uncommonly Taught Languages; Vocabulary
IDENTIFIERS- Alaska; Koyukon; *Orthography

The dictionary of the Central Koyukon Athabaskan dialect contains the most commonly used words in the language, and is designed for use in bilingual education programs in the elementary grades. A pronunciation guide distinguishes between and compares the three Koyukon dialects, and offers details of the orthography and phonology of all three. The dictionary's main entries are English with Central Koyukon translations and examples of their use in sentence context. Line drawings provide illustrations. (MSE)

DESCRIPTORS- Classroom Environment; College Students; Foreign Countries; Group Dynamics; Higher Education; *Homework; Interviews; *Learning Strategies; Questionnaires; Second Language Learning; *Student Attitudes; *Teacher Student Relationship

This paper describes a project in Scotland that investigated what factors were perceived by adult, university students as helpful or detrimental to their language learning. Questionnaires were completed by a sample of 120 modern language students of French, German, Italian, and Spanish language speakers. In-depth interviews, focusing on homework, teaching, and group learning and based on the questionnaire, were conducted with a much smaller sample of 20 students. Respondents seemed highly positive about their classes, especially the friendly atmosphere and use of homework. Most felt that the teacher knew what was best, that the classroom should be "teacher-centered," and that homework was a good learning tool. Comments usually told more about the students themselves than about their perceptions of their own learning abilities. Most preferred learning with other students, while classroom pace was seen as impossible to define due to the lack of definition of the "average" student. The classroom situation was seen as a social situation, although few students associated with classmates outside of class; most kept the learning versus the social aspects of the class as separate entities. Negative comments referred to earlier learning, especially school learning. Appendixes include the questionnaire, the skeleton interview script, and summary listings of helpful and detrimental factors for learning. (Contains 12 references.) (NAV)

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Journal Articles (080)
DESCRIPTORS- Discourse Analysis; Foreign Countries; Form Classes (Languages); *Language Patterns; Language Research; Language Usage; Linguistic Theory; *Nouns; *Pragmatics; Professional Occupations; Scholarship; *Specialization; *Technical Writing; *Vocabulary

Use of complex noun phrases, complex nominals, and other nominalized expressions has been a controversial characteristics of academic and professional writing. To the specialist community it is an indispensable linguistic device that brings precision and clarity and removes ambiguity by promoting text cohesion and facilitating reference to associated technical concepts already mentioned. To the non-specialist this is often seen as a strategy to promote solidarity within the specialist community and keep non-specialists at a distance. It is argued here that the truth is somewhere in between. A number of texts from three different genres of academic and professional discourse (advertising, academic/scientific, and legislative) are examined for evidence of genre-specific considerations in the use of complex nominals and nominalizations. It was found that in advertising, nominals are more often in the form of complex nominals because the copywriter's main concern is to find as many syntactic slots as possible for adjectival insertion. Scientific research writing uses predominantly compound nominal phrases to refer to concepts either created as the discourse proceeds or refer to further refined and repeated concepts. Legislative language shows extensive nominalization, generally to condense long provisions into more unambiguous and all-inclusive statements. (MSE)

Educational Research Association (New York, NY, April, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Accountability; *College Outcomes Assessment; College Students; Data Collection; Developed Nations; Employment Statistics; Foreign Countries; *Graduate Surveys; Higher Education; *Labor Market; *Outcomes of Education; Quality Control; *School Effectiveness; Statistical Analysis; Student Educational Objectives
IDENTIFIERS- *Netherlands

This article explores the following questions: first, "Do colleges of higher vocational education vary in the mean success of their graduates on the labor market?" and, second, "Are the differences between these colleges stable over time?". The analysis drew upon school effectiveness, quality assurance and labor market research. The school effectiveness literature shows that schools differ in the educational output of their students. The relationship between the organizational context and structure and the paradigms of these colleges affect the quality of the outcomes of educational policy. The leading assumption in human capital theory is that since education makes people more productive, education is an investment in human capital. An annual survey of graduates of colleges in the Netherlands collects information about destination, labor market entry, unemployment spells and the jobs held by graduates. Statistical analysis showed: (1) systematic differences between departments and colleges in the labor market outcomes of their graduates even after controlling for student and regional factors, (2) stable department effects with respect to the length of unemployment and job level; (3) difference between the net and gross quality indicators of a department; and (4) no correlation between a department's improving graduates' chances of finding work and the quality of work. (Contains 33 references.) (CK)

seven chapters that address such current topics as educational systems development and instructional systems development, postmodernism and instructional technology, interactive technologies, the Internet and higher education, qualitative research, and instructional technology and attitude change. (Author/AEF)

ED 395 573 IR 017 885

Frazier, Deneen; And Others
Internet for Kids.
PUB DATE- 95
NOTE- 345p.; Book comes with a 3-1/2" diskette with NETCOM's NetCruiser Internet software for Windows (not available from ERIC or EDRS).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Childrens Writing; *Computer Mediated Communication; Computer Networks; Cooperation; Creative Expression; Electronic Mail; Elementary Secondary Education; *Information Sources; *Internet; *Learning Activities; Letters (Correspondence); Research Projects; *Research Tools; World Wide Web
IDENTIFIERS- Browsing; Collaborative Research; Collaborative Writing; Experts; *Global Awareness; Listservs; MOOs; Virtual Reality

This book seeks to direct children to Internet resources that are educational and fun, that spark ideas for projects, or that connect them to people of similar interests. The foreword is by United States Senator Bob Kerrey. The chapters are: (1) "The World of the Internet," which presents brief explanations of a wide range of services from electronic mail to Internet Relay Chat (IRC) as well as the use of communications software; (2) "Crisscrossing the Globe," which includes guides to finding international keypals and to locating maps; (3) "Challenged by the Best," a discussion of how to use the Internet to exchange ideas with authors, scientists, researchers, and inventors; (4) "There's Power in Numbers," which discusses the use of the Internet to become an informed world citizen; (5) "Looking for Answers," about Internet reference aids; (6) "Adventures in Cyberspace," about planning "virtual trips" and online contests; (7) "Share Your Ideas," a guide to creative collaboration via the Internet; (8) "The World is a Lab," which recommends the Internet as a scientific research tool; and (9) "Take a Walk on the Wild Side," which includes discussion about Multi-User Dungeons (MUDs), virtual reality, and creating one's own homepage. Appendices provide student essays about their Internet experiences, a categorized directory of Internet resources largely comprised of listservs and World Wide Web sites, and tips on installing and using a web browser called NetCruiser. (BEW)

DOCUMENT RESUME RIE VOL. 0 NO.ES FROM:ED 395 574 0002
ED 395 097 OCTOBER 1996 TO:ED 396 045

ED 395 574 IR 017 886

Rutkowski, Kathleen M., Ed.
NetTeach News, 1995-1996.
PUB DATE- 96
NOTE- 164p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Computer Networks; *Computer Uses in Education; Educational Change; Educational Methods; *Educational Resources; Educational Technology; Elementary Secondary Education; Equal Education; *Information Networks; *Internet; Learner Controlled Instruction; Newsletters; Teacher Attitudes
IDENTIFIERS- *Teacher Networks

This document consists of 10 issues (one year) of a newsletter intended for K-12 networking teachers. It provides a forum for the exchange of resources, applications to education, significant events, and major international, regional, and state programs and policies relevant to K-12 networking. Cover articles include: "To Liberate a Learner, Liberate a Teacher"; "Turning Swords and Plowshares into Webs, Moos, and Chats"; "The Art of Raising an Independent Learner"; "On Creating a Democratic Internet ARPANET--U.S. DoD (Department of Defense)-Sponsored Network"; "So What Do Jiminy Cricket, Big Brother, Warning Labels, and Web Meltdowns Have to Do with Equity and Quality Learning on the Internet?"; "The Return of the Village Schoolmaster: Teachers Who Feel Good About Themselves and Who Speak Up, Speak Out, Speak Honestly, and Speak Wisely"; "The Interactive School: Visions of Teaching and Learning in the JAVA Age"; "The Coming Revolution in Education"; "On Creating a Democratic Internet: Commercialization (Part Three)"; and "A Networking Strategy for School Change." (AEF)

ED 395 575 IR 017 887

Edwards, Amy N.; Walker, Tim
Public Policy and the Information Superhighway. Teacher's Guide.
PUB DATE- 94
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Class Activities; Community Surveys; Debate; Discussion (Teaching Technique); *Educational Objectives; Federal Regulation; Government Role; *Instructional Materials; *Internet; Privacy; Public Policy; *Technological Advancement; Telecommunications
IDENTIFIERS- Policy Issues; *Video Viewing

This teacher's guide is designed to accompany a videotape by the same title which shows communications and education experts discussing the information superhighway, the government's role in its construction, privacy and regulation issues, and the effects of technological advancement on education. The goals of this guide are to help students to: (1) understand the potential impact of the information superhighway on communications in the United States and in their community and schools; and (2) become more aware of potential regulatory problems that may develop as the information superhighway gathers millions of users. The guide includes a list of objectives, key terms, five student activities related to the videotape, handouts and answer keys, and additional

ED 395 595 IR 055 909

Weller, Carolyn R., Ed.; Brandhorst, Ted, Ed.
ERIC Clearinghouse Publications, 1995. An Annotated Bibliography of Information Analysis Products and Other Major Publications of the ERIC Clearinghouses Announced in Resources in Education (RIE) January-December 1995.
SPONS. AGENCY- Educational Resources Information Center (ED), Washington, DC.; Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- May 96
NOTE- 95p.; For the 1994 edition, see ED 394 527.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Reference Materials - Bibliographies (131)
DESCRIPTORS- Abstracts; Annotated Bibliographies; *Clearinghouses; *Education; Educational Research; Federal Programs; Literature Reviews; *Publications; *Resource Materials; State of the Art Reviews
IDENTIFIERS- *Educational Information; *ERIC

This annotated bibliography provides citations, abstracts, and indexes for the 267 documents produced by the 16 Educational Resources Information Center (ERIC) Clearinghouses in 1995. These publications consist of digests, bibliographies, state of the art reviews, and information syntheses of various types. An introduction describes the ERIC system, clearinghouse publications, the organization of this bibliography;, the availability of clearinghouse publications, and adjunct clearinghouses. A statistical summary by year (1968-1994) shows the number of publications included for each clearinghouse in the series of which this bibliography is the most recent. Document resumes are provided from the following clearinghouses: (1) Adult, Career, and Vocational Education; (2) Counseling and Student Services; (3) Reading, English, and Communication; (4) Educational Management; (5) Disabilities and Gifted Education; (6) Languages and Linguistics; (7) Higher Education; (8) Information and Technology; (9) Community Colleges; (10) Elementary and Early Childhood Education; (11) Rural Education and Small Schools; (12) Science, Mathematics, and Environmental Education; (13) Social Studies/Social Science Education; (14) Teaching and Teacher Education; (15) Assessment and Evaluation; and (16) Urban Education. Indexes by subject, personal author, and institution are provided. A diagram of ERIC system components and a directory of ERIC components with addresses, telephone, fax, and phone numbers, and brief descriptions of the clearinghouses' scope areas is also provided. A form for ordering microfiche or paper copy of ERIC Clearinghouse publications from the ERIC Document Reproduction Service is attached. (AEF)

ED 395 596 IR 055 911

Kyrillidou, Martha, Comp.; Maxwell, Kimberly A., Comp.
ARL Academic Law and Medical Library Statistics, 1992-93 to 1994-95.
PUB DATE- 96
NOTE- 140p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Numerical/Quantitative Data (110),Test, Questionnaires, Evaluation Instruments (160)

ED 395 614 JC 960 365

Keenan, Kathleen; Gabovitch, Rhonda
Evaluating the Impact of a Freshman Seminar Program on Student Development and Retention.
PUB DATE- Oct 95
NOTE- 12p.; Paper presented at the Annual Conference of the North East Association for Institutional Research (22nd, Burlington, VT, October 28-31, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Persistence; Career Planning; *College Freshmen; Community Colleges; Longitudinal Studies; *Outcomes of Education; Program Effectiveness; *School Holding Power; *School Orientation; Student Adjustment; Student Attrition; *Student Development; Study Skills; Two Year Colleges

A longitudinal study was undertaken to assess the effect of a one-credit, 8-week freshman seminar on student development and retention. The study sought to measure student outcomes related to knowledge of college resources and services, utilization of academic support services, increases in self-assessed learning skills, increases in students' career maturity, and retention of students from the first to second semester of their freshman year. For 4 years beginning in spring 1992, students in the course and in a control group completed a questionnaire during the first and last weeks of the semester. Results suggest positive effects of seminar participation on all of the measures specified in the project objectives. With respect to student development and integration into the campus culture, students in the seminar scored consistently higher than students in the control group. In addition, while seminar students rated their own learning skills lower on the pretest than control students, they showed greater gains during the course and had posttest ratings that equaled or exceeded control group self-assessments. Students in the seminar were also far more likely to use tutoring and other academic support services than control students. However, while incremental improvements in retention and academic performance were shown by seminar students, they fell short of the project's goals. Includes detailed tables. Contains four references. (TGI)

ED 395 615 JC 960 366

Silver, Alan
The RMIT Wuhan Project.
PUB DATE- Feb 96
NOTE- 8p.; Paper presented at the Annual Conference of the Community Colleges for International Development (19th, Phoenix, AZ, February 3-6, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Business Education; Foreign Countries; *International Cooperation; International Educational Exchange; International Programs; *International Trade; *Partnerships in Education; Postsecondary Education; *Student Characteristics; Study Abroad; *Trade and Industrial Education
IDENTIFIERS- *Royal Melbourne Inst of Techn (Australia); Wuhan Yejin Univ of Science and Techn (China)

ED 395 632 JC 960 383

Program Review: Developing a Faculty Driven Process.
PUB DATE- 96
NOTE- 31p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Accreditation (Institutions); *College Governing Councils; *College Planning; Community Colleges; Educational Quality; Faculty College Relationship; Models; *Program Evaluation; *Program Improvement; *Program Validation; Self Evaluation (Groups); *Teacher Role; Two Year Colleges
IDENTIFIERS- *California Community Colleges

Intended as a reference for California community college faculty and staff in the development and revision of program review processes, this report provides background information on program review in the state, a summary of relevant legislation and regulations, and recommendations for developing a program review process. Following introductory materials highlighting efforts by the California Community Colleges Academic Senate (AS) to include a strong faculty-based component in program review, the report reviews AS resolutions, and state legislation and regulations regarding program review procedures. The role of local academic senates is then reviewed, indicating that senates should form subcommittees to develop model program review processes and determine participants and necessary resources. The general purposes of program review are then discussed, highlighting the importance of linking the process with planning, accreditation, curriculum development, and student equity efforts. Next, considerations for developing a local model are reviewed with respect to ensuring that college goals are supported by faculty, determining how to apply the program review process, obtaining institutional support, and ensuring fairness and credibility. Suggestions for identifying criteria and determining research needs are then presented, focusing on qualitative and quantitative methods, and the role of self-study and validation in the program review process is reviewed, including a list of questions to help define the specific functions of self-study. Finally, four program review models are briefly described, presenting models emphasizing data collection, peer evaluation, institutional improvement, and issues-oriented models. Related AS resolutions are appended. (TGI)

ED 395 633 JC 960 384

Toward a Nonviolent Campus Climate: Conflict Resolution.
PUB DATE- 96
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Classroom Techniques; College Environment; Community Colleges; *Conflict Resolution; *Faculty Development; *Interpersonal Communication; Problem Solving; *School Safety;

ED 395 650 JC 960 406

Spicer, Scot L.; Karpp, Edward
Classified Staff Focus Groups on a Property Tax Increase for the College.
PUB DATE- 10 Jul 96
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *College Planning; Community Attitudes; Community Colleges; *Educational Finance; *Employee Attitudes; Needs Assessment; *Property Taxes; Reputation; School District Wealth; Staff Meetings; Two Year Colleges
IDENTIFIERS- Focus Groups; *Glendale Community College CA

To gather data on attitudes related to the advisability of proposing a property tax increase to provide additional college support, Glendale Community College (GCC), in California, held four focus group meetings with classified employees. Following letters and electronic mail messages sent to all classified employees inviting them to participate, 29 full-time classified staff volunteered to participate in hour-long focus groups held at four times on July 1, 1996. All but one of the participants were residents of the District and would be affected by a tax increase. The focus groups discussed issues related to GCC's reputation, institutional needs, and advisability of seeking a property tax. An analysis of participants' comments revealed the following: (1) all four groups believed that having a community college in the community enhanced property values and contributed to the community by retraining the workforce and inexpensively educating students for transfer; (2) offering more classes, improving instructional technology, and performing seismic upgrades were identified as institutional needs; (3) participants raised concerns regarding trust and accountability, due to financial abuses of other local school districts; and (4) in general, there was a significantly negative reaction to the idea of a property tax increase. The focus group questions and suggested bond projects are appended. (TGI)

ED 395 651 PS 022 630

Student Standards for the Primary Academy: The Edison Project.
PUB DATE- 94
NOTE- 73p.; For a related document, see PS 024 058.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Standards; Daily Living Skills; *Educational Change; Educational Improvement; *Educational Innovation; Elementary School Curriculum; Ethics; Fine Arts; Health; Humanities; Mathematics; Physical Fitness; Practical Arts; Primary Education; Sciences; Social Sciences; *Student Development; Student Evaluation; *Student Needs; Technological Literacy
IDENTIFIERS- Character Development; Developmentally Appropriate Programs; *Model Schools

The Edison Project provides the design for a new kind of school, one that keeps pace with the social and technological changes children will encounter. The Edison school design, which is highly ambitious and encourages fundamental change in schools,

ED 395 669 PS 024 202

Swick, Kevin J.
The Inquiry Process in Early Childhood Education: An Exploratory Essay.
PUB DATE- Apr 96
NOTE- 42p.; Paper presented at the Association for Childhood Education International Research Roundtable (Minneapolis, MN, April 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Comparative Education; *Early Childhood Education; *Educational History; *Educational Research; Epistemology; *Inquiry; Models; Naturalistic Observation; *Observation; Qualitative Research; Research Methodology; Research Needs; Science Interests; Theory Practice Relationship

Many of the precepts that characterize the conceptual and practical work of early childhood education have emerged from "inquiry" that focused on interpretive and qualitative features of the lives of teachers, children, and parents. This paper examines the continuing development of a wide range of "inquiry" approaches in early childhood education over the past decade and the emergence of new concepts, terminology, methods, and analytical tools. The paper suggests that the notions of how children learn, the understanding of family dynamics, and our conceptions of teaching are changing rapidly in response to new knowledge, challenges, and inquiry tools. The resurgence of interest in more direct and more personalized inquiry approaches is part of the larger paradigmatic shifts that demand a more comprehensive and realistic understanding of human beings. The paper examines five types of inquiry approaches: descriptive, ethnographic, case study, teacher action-research, and analytic inquiry. The advantages of the inquiry process are analyzed, and the paper points out that, in contrast to the traditional research cycle (need, problem articulation, research questions, design of study, data collection/analyses, and reported findings), interpretive inquiry is framed in a more dynamic and interactive context. Examples from the application of the inquiry process in the social sciences are evaluated. Finally, the paper discusses criteria and challenges in the use of interpretive inquiry, as well as the advantages of the method in exploring and describing reality, dealing with the personal dimension, and building theory. (AA)

ED 395 670 PS 024 203

Casper, Lynne M.
Who's Minding Our Preschoolers?
PUB DATE- Mar 96
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141),Collected Works - Serials (022)
DESCRIPTORS- Census Figures; *Child Caregivers; Child Rearing; *Day Care; Demography; Economic Factors; *Employed Parents; Employed Women; Family Day Care; Family Income; Mothers; National Surveys; Parents; Population Trends; Preschool Education; Quality of Life; Socioeconomic Background;

ED 395 688 PS 024 248

Wood, Deborah N.; Quintanar, Rosalinda
Do Social Goals, Ethical Evaluations, and Perceptions of Efficacy Lead Preadolescents to Behave Responsibly?
PUB DATE- Mar 96
NOTE- 11p.; Paper presented at the Biennial Conference on Human Development (Birmingham, AL, March 29-31, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Empathy; Guilt; Intermediate Grades; *Preadolescents; *Responsibility; *Self Efficacy; Self Evaluation (Individuals); Social Behavior; *Social Cognition; *Values
IDENTIFIERS- Adolescent Attitudes; *Internalization

Based on the social cognitive perspective which assumes that children and teenagers internalize social values, this study focused on the psychological processes involved in the internalization of responsibility by young adolescents. The study examined whether preadolescents experienced social goals, ethical evaluations, and perceptions of efficacy in everyday situations involving responsibility, and whether these cognitions were correlated with responsible actions. The subjects were 106 ethnically diverse, middle-class fifth and sixth grade students. The students completed a survey in which they were asked to respond to four everyday responsibility situations which involved peer, family, and school settings. The students rated how much they would experience social cognitions in each situation. The social cognitions considered were: (1) social goals, such as caring for others and desire for social approval; (2) ethical evaluations which focused on personal values; and (3) efficacy evaluations of one's perceived ability to achieve objectives. The students also rated the likelihood of their engaging in responsible or irresponsible behavior. The correlation between the social cognitive variables and behavior ratings was assessed for each situation. Results revealed that multiple social cognitions are experienced by preadolescents in response to responsibility situations, which may indicate a correlation of conflict with both responsible and irresponsible behaviors. (BAC)

ED 395 689 PS 024 251

Reynolds, Gail
Improving the Parenting Skills of Teenage Mothers in a School Based Child Care Center.
PUB DATE- 95
NOTE- 62p.; Ed.D. Practicum Report, Nova Southeastern University.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- *Adolescents; Births to Single Women; Child Development; Child Rearing; Community Services; *Early Parenthood; Intervention; *Parent Education; *Parenting Skills; Program Effectiveness; Program Implementation; Social Support Groups; Well Being
IDENTIFIERS- School Based Services

The Parent-Infant Care Center, a component of the School Based Youth Services program, was designed to enable parenting students who needed child care support to continue attending

ED 395 707 PS 024 313

Epstein, Ann S.; And Others
Models of Early Childhood Education.
PUB DATE- 96
NOTE- 269p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Reports - Evaluative/Feasibility (142),Reports - Research/Technical (143)
DESCRIPTORS- *Comparative Analysis; *Curriculum Based Assessment; Curriculum Development; *Early Childhood Education; Educational Policy; Educational Quality; Educational Theories; Experiential Learning; Models; Teacher Education; *Teaching Methods
IDENTIFIERS- Analytical Methods; Curriculum Theories; Empirical Research

Inspired by the High/Scope educational approach, this book attempts to systematically and objectively compare different curriculum-based approaches to training early childhood teachers, and to assess how these models could individually and collectively address the problem of improving early childhood program quality nationwide. An analytical and an empirical study were carried out to compare approaches including the Montessori Method, the Bank Street Developmental-Interaction approach, the High/Scope Curriculum, the Kamii-DeVries constructivist perspective, Teaching Strategies' Creative Curriculum, and the Direct Instruction model. In the analytical study, a set of criteria were identified to examine and compare the practices and effects of such models. In the empirical study, the prevalence of various curriculum models were assessed through the use of questionnaires. A summary and comparison of these six curriculum-based training models, including a list of questions in cross-model comparison, is presented and discussed in relation to their development. The implications for teaching and training, research and development, and public policy are discussed in the last chapter. Contains 208 references. (MOK)

ED 395 708 PS 024 321

Fogarty, Robin, Ed.
Think about...Multiage Classrooms: An Anthology of Original Essays.
PUB DATE- 95
NOTE- 248p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Educational History; Elementary Secondary Education; Literature Reviews; *Mixed Age Grouping; *Nongraded Instructional Grouping; *Nontraditional Education; Personal Narratives; Program Development; Program Implementation; Student Evaluation; Teacher Attitudes; Teaching Methods
IDENTIFIERS- Historical Background; *Learning Environment

Ten articles provide a detailed look at examples of real-world multiage classrooms; review the literature and research surrounding multiage groupings; explore the practical issues involved in organizing, conducting, and assessing multiage classrooms; and offer insight into the many implications of and subtleties that accompany multiage groupings. The articles are: (1) "The Little Red Schoolhouse" (Robin Fogarty); (2) "What We Do at Concrete Elementary" (Mardi B. Jones and Don Jeanroy);

ED 395 724 RC 020 484

Zwier, Robert
Departmental Assessment at the Small College.
PUB DATE- 95
NOTE- 7p.; In: A Collection of Papers on Self-Study and Institutional Improvement 1995; see ED 382 117.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Faculty; *Departments; *Educational Assessment; *Faculty Development; *Formative Evaluation; Higher Education; Program Evaluation; School Effectiveness; *Self Evaluation (Groups); *Small Colleges
IDENTIFIERS- *Northwestern College IA

A good college assessment program should include departmental level assessment to evaluate what students learn in their major field. Small colleges have unique opportunities and constraints in developing departmental assessment programs. Because of their size, small departments can use labor-intensive methods and have more opportunities for faculty to work together. On the other hand, statistical analysis is problematic and identifying an assessment advocate in each department is difficult. Northwestern College in Iowa, with 1,100 students and 62 full-time faculty members, implemented an assessment program that included departmental assessment. Departments were to identify educational goals, ways to measure learning, and a process for analyzing information and making changes. The lessons learned from this experience are that: (1) an assessment program should include faculty development since many faculty members do not understand assessment; (2) faculty may resist assessment, but there are ways to address this; (3) a one-size-fits-all assessment program is neither possible nor desirable, because departments must have flexibility; (4) an assessment advocate should be identified for each department or cluster of related departments; (5) departments should avoid minimalist programs that aren't useful and ambitious programs that can't be implemented; and (6) each department should produce a product that links assessment evidence to desired improvements in curriculum and educational practices. (TD)

ED 395 725 RC 020 494

NOLS Wilderness Education Notebook: A Guide to the NOLS Wilderness Course Curriculum.
PUB DATE- 95
NOTE- 118p.; Maps and illustrations may not reproduce adequately.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adventure Education; *Camping; Course Content; Educational Objectives; *Environmental Education; Experiential Learning; *First Aid; Leadership Qualities; *Leadership Training; *Outdoor Education; Safety; Skill Development; Teaching Guides; Teaching Methods; Trails; *Wilderness
IDENTIFIERS- Environmental Ethic; National Outdoor Leadership School; *Outdoor Leadership

This teaching guide provides basic information on training outdoor leaders for a wilderness course at the National Outdoor Leadership School (NOLS) in Lander, Wyoming. The first chapter, "Teaching at NOLS," overviews teaching fundamentals and

ED 395 741 RC 020 602

Association of Community Tribal Schools: Organizational Information Packet.
PUB DATE- 96
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Advocacy; *American Indian Education; Conferences; Educational Legislation; Educational Policy; Elementary Secondary Education; *Organizational Objectives; Organizations (Groups); Technical Assistance; Training; *Tribally Controlled Education
IDENTIFIERS- *Association of Community Tribal Schools

This booklet provides information on the Association of Community Tribal Schools (ACTS) (South Dakota). The mission of ACTS is to assist community tribal schools in preparing students for lifelong learning and for their role in strengthening and perpetuating traditional tribal societies. Specifically, ACTS promotes the advancement of Indian controlled quality education and expansion of educational opportunities, raises funds for educational advancement, and promotes participation in policy making. In March 1982, 87 delegates from Indian controlled schools and tribal education programs attended an organizational conference that elected a board of directors and established bylaws and objectives for the association. Since that time ACTS has had 14 national conferences and numerous meetings to provide school board training and address educational improvement. Members include 30 schools from various states. ACTS represents and provides services to Indian controlled contract and grant schools by holding an annual national conference for school board training; holding regional conferences on important legislation or issues; testifying before Congressional committees on appropriations, laws, and organization and management of Office of Indian Education Programs; and coordinating with other Indian groups to provide unified input on Indian education. Currently ACTS is providing technical assistance to Congressional committees on reauthorization and appropriations, providing representation on the Bureau Effective Schools Team and Goals 2000 panels, and planning a national conference on tribal accreditation and certification. Includes information on ACTS governance and administration, including the board of directors, budget for fiscal year 1994, 5-year goals for the association, and funding priorities. (LP)

ED 395 742 RC 020 603

Geroy, Gary D.; Williams, Richard A.
White Paper Analysis of Human Resource Policy Considerations of Revitalization of Rural America. HRD & ALL Research Series.
PUB DATE- Apr 90
NOTE- 28p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Cooperation; *Economic Development; Federal Aid; *Federal Programs; Human Capital; Long Range Planning; Models; *Policy Formation; Position Papers; *Public Policy; *Rural Development; Rural Economics

ED 395 760 SE 057 843

Morita, Eiji; Inagaki, Kayoko
Construction of Mathematical Knowledge through the Whole Class Discussion: Effects of Presenting a Problem with Answer Alternatives.
PUB DATE- Apr 95
NOTE- 8p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 19, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Addition; Foreign Countries; *Fractions; Grade 4; Grade 5; *Group Discussion; Intermediate Grades; Problem Solving
IDENTIFIERS- Japan

In the Hypothesis-Experiment-Instruction (HEI) method students are presented with a problem with three or four answer alternatives, which leads them later to recognize the distribution of choices, discuss a variety of ideas among them, and integrate distributed pieces of information. This study examined the effects of presenting a problem with or without answer alternatives on the deployment and products of group discussion in the case of adding fractions with different denominators. Fourth- and fifth-grade students (n=289) were assigned class by class to either Group With Alternatives or Group Without Alternatives. Results showed no significant difference between the two groups on a post test. Researchers surmised that group discussion beginning with presenting a problem with answer alternatives may be effective for discussion among a few competing but equally plausible ideas, but not effective for discussion in the situation where the correct answer can easily be recognized by excluding other implausible alternatives. (MKR)

ED 395 761 SE 057 955

Yure, Jennifer; And Others
A Closer Look at Pasadena's K-6 Science Program. Science for Early Educational Development (SEED).
PUB DATE- Jun 95
NOTE- 69p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Cooperation; Elementary Education; Hands on Science; Inquiry; Professional Development; *Science Curriculum; Science Programs; Teacher Education
IDENTIFIERS- *Pasadena Unified School District CA

This document is a description of an inquiry oriented, hands-on, kit-based science program initiated by the Pasadena Unified School District (PUSD) in collaboration with the California Institute of Technology in its culturally diverse urban school district. Descriptions include the PUSD science program setting, the major components of the program, teacher training or inservice, the role of the science professional and the science resource teacher, kit-based curriculum, ongoing professional development-assessment and pedagogy, and innovation value and impact. The curriculum section deals with PUSD science standards for K-12, kits for K-6 science, and the PUSD K-6 science curriculum. This document also includes copies

ED 395 781 SE 058 341

Kepler, Lynne; Novelli, Joan, Ed.
A Year of Hands-on Science: Exciting Theme Units with More Than 100 Activities, Projects, and Experiments To Make Science Come Alive.
PUB DATE- 96
NOTE- 304p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Biological Sciences; Earth Science; Elementary Education; Environmental Education; Hands on Science; Interdisciplinary Approach; Physical Sciences; *Science Activities; Science and Society; Science Experiments; Science Process Skills; *Science Projects; Scientific Concepts; Scientific Literacy; *Student Attitudes; *Thematic Approach

This book contains 18 themed teaching units with 2 themes per chapter, organized seasonally around the traditional school year. Each theme includes natural connections and hands-on science activities that correspond to what children are already observing in their world. Each chapter begins with highlights of the month and a reproducible "Science at Home" newsletter designed to introduce the themes and activities for the month, enhance communication between school and home, promote parents' involvement, and serve as a planning tool for the teacher. Each theme contains an introduction that connects it to children's everyday lives, and the following sections: science concepts and skills, science dictionary, science on display, science activities, book breaks, curriculum connections, science journal pages, and resources for children and teachers. The concepts included are grouped under four broad areas: physical science, life science, earth/space science, and science/technology. Teaching units include: Discover Butterflies, Moon Watch, Falling Leaves, Degrees of Weather, Harvest Time, Bears in Winter, Ice and Snow, For the Birds, The Night Sky, Push and Pull, In the Shadows, Healthy Hearts, Windy Weather, Flying Things, Rain Comes and Goes, Seeds and Soil, Animals at Home, and Sun Power. (JRH)

ED 395 782 SE 058 347

Resources for Teaching Elementary School Science.
PUB DATE- 96
NOTE- 289p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Educational Resources; Elementary Education; *Elementary School Science; Hands on Science; Inquiry; Investigations; *Resource Materials; *Science Materials; Scientific Concepts

This resource guide is a source of current information for teachers, principals, administrators, science curriculum specialists, parents, and those involved in systemic reform of science education. These curriculum materials and other resources support inquiry-based science teaching that fosters an understanding of science concepts through hands-on student investigations. After a brief introduction, part 2, Elementary

ED 395 803 SE 058 411

Davila, Norma; And Others
Evaluating the Transformation of the Teaching/Learning Culture of Schools Involved in Systemic Science and Mathematics Educational Reform.
PUB DATE- Apr 96
NOTE- 67p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April, 1996).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Demonstration Programs; *Educational Change; *Educational Environment; Interviews; Mathematics Instruction; *Mathematics Teachers; Observation; Questionnaires; *Science Teachers; Secondary Education
IDENTIFIERS- Reform Efforts; State Systemic Initiative; *Teacher Empowerment

A whole-school intervention strategy to transform the teaching/learning culture of schools was designed and implemented at an NSF (National Science Foundation)-sponsored SSI (Statewide Systemic Initiative) program for educational reform in science and mathematics in its pilot and dissemination stages. The SSI simultaneously provides: effective curricula, alternative assessment, low-cost materials, pertinent professional development, alternate management styles, and supportive evaluation and monitoring. The strategy focuses on the school as a community and requires voluntary participation of all science and mathematics teachers as well as support and collaboration of the principal. Participant empowerment, participant motivation, paradigm shifts, and student achievement have been consistent across the pilot and dissemination stages emphasizing the usefulness of the strategy in meeting the program's goals. The strategy is a viable option for the long-term sustainability of educational reform efforts. (Author)

ED 395 804 SE 058 418

Goldman, Corey A., Ed.; And Others
Tested Studies for Laboratory Teaching. Proceedings of the Workshop/Conference of the Association for Biology Laboratory Education (ABLE) (5th, Clemson, South Carolina, June 13-17, 1983).
PUB DATE- 93
NOTE- 115p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Biology; *College Science; Higher Education; Science Activities; Science Education; *Science Experiments; *Science Instruction; Teacher Workshops

The focus of the Association for Biology Laboratory Education (ABLE) is to improve the undergraduate biology laboratory experience by promoting the development and dissemination of interesting, innovative, and reliable laboratory exercises. This proceedings volume contains eight papers: "Bacterial Transformation" (M. J. Ernest & N. J. Rosenbaum); "Extraction, Assay, and Light Activation of NADP -3-Phosphoglyceraldehyde Dehydrogenase" (W. H. Outlaw, Jr., T. P. Kraus, & A. B. Thistle); "Responses to Stimuli: The Basis of Behavior" (K. S. Podwall, R. R. Talbert, & W. B. Lener); "Sensory Perception and

ED 395 823 SE 058 477

Holden, Trudy G.; Yore, Larry D.
Relationships among Prior Conceptual Knowledge, Metacognitive Awareness, Metacognitive Self-Management, Cognitive Style, Perception-Judgment Style, Attitude toward School Science, Self-Regulation, and Science Achievement in Grades 6-7 Students.
PUB DATE- Apr 96
NOTE- 46p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (St. Louis, MO, March 31-April 3, 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; *Cognitive Style; Elementary Education; *Learning Processes; *Metacognition; *Scientific Concepts; Sex Differences

This study explores the learner dimension in learning biological science topics in five elementary school classrooms instructed by different teachers using a common course of study and outcome measures. Specifically, the study addressed the associations among conceptual, metacognitive, cognitive, stylistic, and affective characteristics and science achievement. Results of the cognitive learning style assessment suggests that the students were primarily field-dependent. In terms of personality-based learning style, the students were described primarily as either sensing-feeling or intuition-feeling learners with differences between males and females. No clear pattern of relationships was found between cognitive-based learning style and personality-based learning style. Findings suggest that students with high metacognitive awareness and metacognitive self-management made greater gains in conceptual knowledge than did those with low metacognitive awareness and self-management. Cognitive learning styles were found to correlate strongly with prior conceptual knowledge, metacognitive measures, and science achievement. Contains 52 references. (JRH)

ED 395 824 SE 058 492

Instructional Materials Development, Fiscal Years 1991-1994. Summary of Awards.
PUB DATE- 95
NOTE- 85p.; Replaces NSF-91-96.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Elementary Secondary Education; Grants; *Innovation; *Instructional Materials; *Mathematics Education; *Science Education; *Technology Education
IDENTIFIERS- *National Science Foundation

The Instructional Materials Development (IMD) projects are designed to facilitate changes in the delivery of classroom instruction by developing and implementing investigative, hands-on science, mathematics, and technology education curricula. The program supports materials that are aligned with curriculum standards that enable all students, regardless of background or ability, to acquire sophisticated content knowledge, higher order thinking abilities, and problem-solving skills. The grants described in this document are the awards in the IMD Program made by the Education and Human Resources Directorate of the National Science Foundation (NSF) during fiscal years

ED 395 846 SO 025 590

Evaluating Art.
PUB DATE- 90
NOTE- 33p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reports - Evaluative/Feasibility (142),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Art Education; Elementary Secondary Education; *Evaluation; Evaluation Methods; Foreign Countries; Self Evaluation (Individuals); Student Evaluation; Visual Arts
IDENTIFIERS- Canada

These journal articles examine the issues of evaluation and art education. In (1) "Self Evaluation for Secondary Art Students, Why Bother?" (Margaret Scarr), the article recommends that involving students in assessing their work contributes to learning. (2) "Evaluating for Success" (Arlene Smith) gives practical suggestions for evaluating primary student art. (3) "Evaluation of the Visual Arts and the Year 2000" (Laurie Rae Baxter) offers a reference point for evaluation by listing six components of the visual arts. (4) "Picking up the Gauntlet" (Ronald Smith) challenges teachers to use appropriate assessment tools in order to increase the legitimacy of art as an area of study. (5) "Curating Your Own Exhibit" (Jennifer McIntyre) advocates student exhibition curating as a self evaluation approach. And (6) "A Review of Manitoba's Art Evaluation Guidelines K-12" (Chris McCraig) gives some evaluation approaches to consider. The concluding article, (7) "Teachers Talking about Evaluating Art" (Sharon McCoubrey) presents the results of a dialogue with five teachers. These teachers were presented questions covering assessment, evaluation, and reporting, the three roles of evaluation. Their responses, presented in this article, are varied and practical. (MM)

ED 395 847 SO 025 672

Broadsides & Posters from the National Archives.
PUB DATE- 86
NOTE- 36p.; Some colored photos may not copy well.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Archives; *Exhibits; *Government Libraries; Instructional Materials; Library Collections; Material Culture; Museums; National Libraries; Realia; Three Dimensional Aids; *United States History
IDENTIFIERS- Broadsides; *National Archives DC; Posters

This booklet evolved from research for the exhibition "Uncle Sam Speaks: Broadsides and Posters from the National Archives," which opened at the National Archives in February 1986. The booklet is presented chronologically, beginning with broadsides from the American Revolution and ending with posters of the 1980's. Accompanying text explains the significance of each poster or broadside. This publication attempts to show a variety of posted notices that demonstrates how messages remain

ED 395 867 SO 026 107

Why We Need the Arts: 8 Quotable Speeches by Leaders in Education, Government, Business, and the Arts.
PUB DATE- 89
NOTE- 107p.; Speeches made at the National Arts Convention (New Brunswick, NJ, October 5-7, 1988).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Advocacy; *Art Education; *Business Responsibility; Dance Education; Dramatics; *Educational Change; Educational Improvement; Educational Needs; Educational Policy; Elementary Secondary Education; Fine Arts; *Government Role; Music Education; Public Service; School Business Relationship; Theater Arts

This collection of speeches focuses on arts advocacy from perspectives ranging from arts education to the role of government and business in the arts. The book contains an introduction by Milton Rhodes and includes eight speeches: (1) "To Answer the Hunger Within" (Thomas H. Kean); (2) "It is the Dark We Have to Fear" (Edward Albee); (3) "Making Connections: The Arts and School Reform" (Ernest L. Boyer); (4) "To Preserve the Momentum" (John Brademas); (5) "Public Service: The Winning Edge in Business" (James E. Burke); (6) "The Nation and the Arts" (Schuyler G. Chapin); (7) "The Road Toward Civilization" (Frank Hodsoll); and (8) "A Meeting of the Minds" (Morris Tanenbaum). A brief passage about the American Council for the Arts also is included. (NP)

ED 395 868 SO 026 237

Croddy, Marshall, Ed.
The Streets, the Courts, and the Community.
SPONS. AGENCY- Office of Juvenile Justice and Delinquent Prevention (Dept. of Justice), Washington, D.C.
PUB DATE- 92
NOTE- 67p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Citizenship Education; *Civil Law; Civil Rights; *Correctional Education; *Correctional Institutions; Courts; *Criminal Law; Elementary Secondary Education; Instructional Materials; *Juvenile Justice; *Law Related Education; Lawyers; Learning Activities; Prisoners; Social Studies; Teaching Methods
IDENTIFIERS- Constitutional Rights Foundation; *Street Law

Developed specifically for use in juvenile corrections facilities, this law-related curriculum acquaints students with important aspects of the criminal and civil justice systems. The criminal justice lessons in the curriculum are designed to help students better understand how the system actually works; the effect of crime on its victims; the roles played by the police, attorneys, judges, and probation officers; and the differences between the adult and juvenile justice systems. These lessons use interactive strategies to show how the legal system combines values, rights, and responsibilities. The civil law section includes lessons about small claims court, landlord-

ED 395 889   SO 026 427

Rollyson, Carl Sokolnicki; Paddock, Lisa Olson
A Student's Guide to Polish American Genealogy. Oryx American Family Tree Series.
PUB DATE- 96
NOTE- 170p.; For related items, see SO 026 424-426.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Family History; Foreign Countries; *Genealogy; Global Education; *Immigration; Multicultural Education; *Oral History; *Polish Americans; *United States History
IDENTIFIERS- Poland

This book offers a guide to the study of genealogy, or family history, through the use of historical documents, artifacts, and private records. Intended mainly for students who wish to trace their family roots, the book also can be used by anyone interested in the lives of Polish Americans throughout the years. Chapters describe how to find records that are publicly available. The table of contents includes: (1) "Tracing Your Roots"; (2) "Poland, Polish Americans, and the History of Immigration" including Polish Jews and the Warsaw ghetto, Lech Walesa and Solidarity, Polish literature and art, and biographies of Poles; (3) "Beginning Your Genealogical Search"; (4) "Oral History"; (5) "Creating A Family Tree"; (6) "Making a Polish American Family History"; (7) "Your Kin Group or Family"; and (8) "Tracing Your Roots If You Are Adopted." (EH)

ED 395 890   SO 026 435

Current Issues: Critical Issues Confronting the Nation and the World. 1996 Edition and Teacher's Guide.
PUB DATE- 95
NOTE- 548p.
LANGUAGE- English
EDRS Price- MF02 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Constitutional Law; Crime; Economics; *Education; Energy; Environment; Females; *Foreign Policy; *Global Education; *Government (Administrative Body); Health; Immigration; International Trade; Minority Groups; Poverty; *Public Policy

This book accompanied by the Teacher's guide, focuses on policy issues being discussed and debated by U.S. policymakers. The book provides essays on current issues facing the nation and the world. Ten chapters highlight domestic policy issues and 10 chapters are about foreign policy issues. This book informs readers about important concerns of today and leaves judgments up to the individual. The book is divided into three sections. Part 1, "The Federal Government", includes: (1) "Introduction"; (2) "The Clinton Administration"; (3) "The 104th Congress"; (4) "The Supreme Court"; and (5) "The Federal Budget". Part 2, "Domestic Policy Issues", contains: (1) "Introduction"; (2) "The Economy"; (3) "Education"; (4) "Women and Minorities"; (5) "Poverty"; (6) "Health Care"; (7) "Immigration"; (8) "Energy";

ED 395 907 SP 036 706

Herbster, Douglas L.; And Others
Comparing University Students and Community College Students Learning Styles and Myers-Briggs Type Indicator (MBTI) Preferences.
PUB DATE- Feb 96
NOTE- 11p.; Paper presented at the Annual Meeting of the Association of Teacher Educators (St. Louis, MO, February 24-28, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cognitive Style; College Students; Community Colleges; Comparative Analysis; Higher Education; *Learning Strategies; Liberal Arts; Measures (Individuals); *Personality Assessment; *Personality Measures; Physical Education; Predictive Validity; Predictor Variables; *Preservice Teacher Education; Science Education; Secondary Education; Social Studies
IDENTIFIERS- *Myers Briggs Type Indicator; *Perceptual Preference; Preservice Teachers

This document reports on a study to determine if there is a pattern between specific learning styles and Myers-Briggs Type Indicator preferences. The learning style inventory used for the study, "The Teaching and Learning Styles Survey for Adolescents (TLC)," is based on Jungian style preferences--thinker, feeler, sensor, and intuitor--each of which has distinctive characteristics that can be translated into behavior and perceptual preferences. The Myers Briggs Type Indicator (MBTI) is a personality assessment based on four aspects of human personality: how people interact with the world and direct their energy--extrovert vs. introvert; the kind of information naturally noticed--sensing vs. intuition; how decisions are made--thinking vs. feeling; and whether one prefers to live in a more structured way (making decisions) or in a more spontaneous way (taking in information)--judging vs. perceiving. The TLC inventory and the MBTI were administered to 71 community college science students and 119 teacher education students at a four-year university who were preparing to teach a variety of subjects on the secondary level. Analysis of the scores for both groups revealed that the TLC preference was predominantly thinker, and the MBTI profile of the majority of students is introvert, sensing, thinking, and judging. TLC and MBTI preferences are detailed for students in social sciences, mathematics, English, foreign languages, music, and physical education. The findings indicate that there are patterns between different areas of the TLC and the Myers-Briggs. Based on the study results, the recommendation is made that teachers at all levels should give a variety of inventories to their students to determine learning styles. (ND)

ED 395 908 SP 036 707

Kasten, Barbara; Write, June
Engaging Preservice Teachers in Collaborative Inquiry through the Development of Individual Case Studies.
PUB DATE- Feb 96
NOTE- 9p.; Paper presented at the Annual Meeting of the Association of Teacher Educators (76th, St. Louis, MO, February 24-28, 1996).
LANGUAGE- English

ED 395 925   SP 036 768

Kleinhammer-Tramill, P. Jeannie; And Others
Statewide System Change in Teacher Education: A Formative Evaluation of Kansas Project Partnership.
PUB DATE- 23 Feb 96
NOTE- 29p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (48th, Chicago, IL, February 21-24, 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Educational Change; Elementary Secondary Education; Formative Evaluation; Higher Education; Interviews; *Partnerships in Education; *Preservice Teacher Education; Professional Development Schools; Special Education; Teacher Collaboration; Teacher Education Curriculum; *Teacher Education Programs
IDENTIFIERS- Associated Colleges of Central Kansas; Emporia State University KS; Fort Hays State University KS; *Kansas; Kansas State University; Pittsburg State University KS; *Reform Efforts; University of Kansas; Washburn University Topeka KS; Wichita State University KS

This study examined the implementation of the Kansas Project Partnership objectives to improve teacher education by interviewing 53 representatives of 8 higher education institutions in Kansas (Pittsburg State University, Wichita State University, Emporia State University, Kansas State University, University of Kansas, the Associated Colleges of Central Kansas, Washburn University, and Fort Hays State University) that were implementing subgrant programs. The goals of the project were to develop new programs and coursework options, restructure preservice teacher education, implement policies that would enable workers to take advantage of higher education opportunities, and establish an evaluation and a dissemination system. The primary objective of most subgrants has been that of better preparing teachers to serve students with diverse needs. Data were classified into themes, issues, and barriers for each institution. Themes of the subgrant programs include: preparation of general educational personnel to teach students with diverse learning needs; development or enhancement of partnerships with school districts or individual schools; and preparation of related services personnel to work more effectively across disciplines in the school setting. Case studies of the experiences in implementing the programs from each higher education institution are presented. Findings show that most of the project partnership subgrants have reflected grassroots efforts by individual faculty, program areas, and/or departments. The project has stimulated ongoing conversations among faculty members of Kansas Institutions of Higher Education. Policy directions indicate the importance of inclusive education and the empowerment of local communities and schools through the Quality Performance Accreditation system. Recommendations are made for the final years of the project, and include: continued evaluation activities; project partnership staff should assist projects in sharing information with each other and attempt to facilitate conversations in institutions which have encountered barriers; partnership subgroup participants should continue to explore definitions and practices related to inclusive education; and subgrant participants should be assisted in focusing their vision on the systemic impact their efforts can have during the final years

ED 395 944 TM 025 011

McKinley, Robert L.; Schaeffer, Gary A.
Reducing Test Form Overlap of the GRE Subject Test in Mathematics Using IRT Triple-Part Equating. GRE Board Professional Report No. 86-14P.
SPONS. AGENCY- Graduate Record Examinations Board, Princeton, N.J.
PUB DATE- Apr 89
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *College Entrance Examinations; Comparative Analysis; *Equated Scores; Graduate Study; *Item Response Theory; *Mathematics Tests; Monte Carlo Methods; *Test Format; Test Items
IDENTIFIERS- Double Part Equating; *Graduate Record Examinations; Linear Equating Method; Test Security; *Triple Part Equating

A study was conducted to evaluate the feasibility of using item response theory (IRT) equating to reduce test form overlap of the Graduate Record Examinations (GRE) Subject Test in Mathematics. Monte Carlo methods were employed to compare double-part equating with 20-item common item blocks to triple-part equating with 10-item common item blocks. The two methods were evaluated using a circular design that allowed a form to be equated to itself through a series of other forms. The design was replicated five times. Comparisons between scores on equated forms and scores on the base form indicated that triple-part equating did at least as well as double-part equating. This suggests that it may be reasonable to use IRT equating with the GRE Mathematics Test with smaller common item blocks than are used with the linear equating procedures currently employed, as long as there are more of them. This would result in a substantial reduction in the advantage given to repeat examinees and would significantly decrease the number of items on any one test form affected by compromised security. Items that need to be resolved before the procedure can be implemented are discussed. (Contains 4 figures, 3 tables, and 10 references.) (Author/SLD)

ED 395 945 TM 025 012

DeMauro, Gerald E.
Passing the NTE: A Classification of State Requirements and Passing Rates, by Ethnicity.
PUB DATE- Mar 89
NOTE- 76p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Blacks; *Classification; Cutting Scores; *Ethnicity; Pass Fail Grading; Racial Differences; *Scores; State Legislation; *State Standards; *Teacher Certification; Teacher Evaluation; Whites
IDENTIFIERS- *NTE Core Battery; NTE Specialty Area Tests; *Pass Rates

It is difficult to estimate the percentage of examinees who pass National Teacher Evaluation (NTE) tests because many users of the tests require that examinees pass different combinations of tests or use different passing scores for each of the tests. This study first develops a taxonomy of state NTE requirements and then computes passing rates for each type of state requirement for both the examinee group impacted by the

ED 395 966 TM 025 104

McKinley, Robert
Confirmatory Analysis of Test Structure Using Multidimensional Item Response Theory.
PUB DATE- Jun 89
NOTE- 44p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Ability; *Chi Square; *Goodness of Fit; *Item Response Theory; Matrices; Maximum Likelihood Statistics; Simulation; *Test Construction; Test Items
IDENTIFIERS- Akaike Information Criterion; *Confirmatory Factor Analysis; Likelihood Ratio Criterion; *Multidimensional Approach

A confirmatory approach to assessing test structure using multidimensional item response theory (MIRT) was developed and evaluated. The approach involved adding to the exponent of the MIRT model an item structure matrix that allows the user to specify the ability dimensions measured by an item. Various combinations of item structures were fit to two sets of simulation data with known true structures, and the results were evaluated using a likelihood ratio chi-square statistic and two information-based model selection criteria. The results of these analyses support the use of the confirmatory MIRT approach, since it was found that the procedures could recover true item structures. It was also found that adding an additional ability dimension that forces together items that ought not to be together noticeably deteriorates the quality of the solution. On the other hand, imposing structures different from, but not inconsistent with, the true structures does not necessarily yield worse fit. Finally, in terms of model fit statistics, the consistent Akaike information criterion performed better than the simple Akaike information criterion, while the likelihood ratio chi-square was clearly inadequate. (Contains 12 tables and 30 references.) (Author/SLD)

ED 395 967 TM 025 105

Laosa, Luis M.
Population Generalizability, Cultural Sensitivity, and Ethical Dilemmas.
PUB DATE- Apr 89
NOTE- 49p.; A version of this paper was presented at the Annual Meeting of the American Psychological Association (95th).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Cultural Awareness; Cultural Differences; *Ethics; Ethnic Groups; *Minority Groups; Models; *Psychology; *Research Problems; Values
IDENTIFIERS- *Population Generalizability

Applied psychologists who provide services to nations composed of multiple and widely varied cultural groups face certain ethical dilemmas that would not arise in more homogeneous societies. These ethical dilemmas revolve around the concept of population generalizability, which refers to the applicability of research findings across different populations. In the realm of basic research, population generalizability remains a scientific concern, but in applied psychology it becomes an ethical issue. It is an ethical issue because the effects of a particular service, intervention, or policy cannot be predicted for populations different from the samples that yielded the

ED 395 986 TM 025 149

Deeter, Thomas; Prine, Don
Assessment Program Results 1994-1995. Focus on Assessing Outcomes.
PUB DATE- Oct 95
NOTE- 63p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Numerical/Quantitative Data (110)
DESCRIPTORS- Achievement Gains; *College Entrance Examinations; *Criterion Referenced Tests; Educational Assessment; Elementary Secondary Education; Ethnicity; *Performance Based Assessment; School Districts; Socioeconomic Status; *State Programs; Testing Programs; *Test Results; Urban Schools; Writing Tests
IDENTIFIERS- ACT Assessment; Advanced Placement Examinations (CEEB); *Des Moines Public Schools IA; *Iowa Tests of Basic Skills; Iowa Tests of Educational Development; Scholastic Assessment Tests

The Des Moines Public School System (Iowa) continually evaluates the process of teaching for learning. As part of this ongoing process, this report provides information to the Board of Directors and the public about the achievement of district students on the Iowa Tests of Basic Skills (ITBS), Iowa Tests of Educational Development (ITED), the American College Tests (ACT) and Scholastic Assessment Tests (SAT), the Advanced Placement Tests (AP) for college placement, the District Composition Assessment (performance based assessment for grades 3, 5, 8, and 11), and the school district's own criterion-referenced assessments. The aggregate of information from the multiple assessments in this report is an indication that district students are learning. In an urban context of diverse ethnic and socioeconomic factors, the Des Moines Public Schools continues to pursue a quality educational program. Standardized norm-referenced test scores are increasing in many schools. ACT, SAT, and AP results reflect district success in challenging students to reach higher levels of achievement. Student writing proficiency, measured by the composition test, also is increasing. Results for the criterion-referenced, objectives-based tests were mixed. At the elementary level, only in language arts did the percentages of students achieving the mastery standard fall, but at middle school levels, students lagged in mathematics, science, and foreign language, and at the high school level, students were not on target in family and consumer sciences and mathematics. Gaps based on ethnicity and socioeconomic indicators continue in the school system. Five appendixes present definitions and test results. (Contains 17 tables and 6 figures.) (SLD)

ED 395 987 TM 025 150

Deeter, Thomas; Prine, Don
ITBS and ITED Assessment Results 1994-1995. Focus on Standardized Testing.
PUB DATE- Jun 96
NOTE- 27p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Numerical/Quantitative Data (110)
DESCRIPTORS- Academic Achievement; *Achievement Tests; Comparative Analysis; *Educational Assessment; Elementary Secondary Education; Minority Groups; National Norms; Norm

ED 396 006 UD 030 946

Schwartz, Wendy
New Information on Youth Who Drop Out: Why They Leave and What Happens to Them. For Parents/about Parents.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 95
NOTE- 5p.; Based on "School Dropouts: New Information about an Old Problem" and "The Impact of Vocational Education on Racial and Ethnic Minorities," two digests published by the ERIC Clearinghouse on Urban Education. For related documents, see UD 030 947-958.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Dropout Attitudes; Dropout Prevention; Dropout Research; *Dropouts; *Employment Potential; *High School Equivalency Programs; Minority Groups; Out of School Youth; *Parent Role; Reentry Students; Salary Wage Differentials; *Urban Youth; *Withdrawal (Education)

Several studies recently conducted by the Federal government and private organizations have produced new information about dropouts. Findings from these studies are summarized so that parents can have up-to-date information when talking to their children about dropping out. Urban and minority students are more likely to drop out of school. The gap between dropouts and more educated people is widening as more of these students drop out. Returning to school for a General Educational Development (GED) certificate can reduce this gap. Statistics show that men who return for a GED earn 21% more than dropouts; women GED holders earn 18% more. Dropouts describe their personal and social lives as being very difficult before they dropped out, and often express these difficulties and a dislike for school as reasons for dropping out. Many felt that the adults in their lives did not help them stay in school. Parents, recognizing this fact, can make an effort to keep their children in school by arranging extra academic help when needed, helping them with personal problems, helping them schedule their obligations to be able to stay in school, and helping them understand what the consequences of their actions will be. If all efforts fail, parents can help young people find a GED program and encourage them to stay with it for an alternative diploma. (SLD)

ED 396 007 UD 030 947

Schwartz, Wendy
A Guide to Teaching English and Science Together. For Parents/about Parents.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 95
NOTE- 5p.; Based on "Teaching Science Effectively to Limited English Proficient Students," a digest published by the ERIC Clearinghouse on Urban Education. For related documents, see UD 030 946-958.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-

ED 396 024 UD 030 965

Vitullo-Martin, Julia, Ed.
Breaking Away. The Future of Cities. Essays in Memory of Robert F. Wagner, Jr.
PUB DATE- 95
NOTE- 263p.
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Books (010),Collected Works - General (020),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Economic Factors; *Futures (of Society); Housing; Low Income Groups; Policy Formation; Poverty; *Public Policy; Public Schools; Settlement Houses; *Social Services; Urban Areas; Urban Planning; Urban Problems; *Urban Renewal; Urban Studies

The death of Robert F. Wagner, Jr., the widely admired former deputy mayor of New York City, in 1993, halted collaboration on a planned book about solutions to urban problems. This collection, dedicated to his memory, takes up the legacy of the earlier book with discussion of the future of cities from the scholarly perspective, from the perspective of new urban policies, and from the perspective of practitioners in the field of urban studies. Chapters 5 and 12 deal specifically with education issues. Contributions to the collection are: (1) "Introduction" (Julia Vitullo-Martin); (2) "Urban Poverty and Race" (J. Phillip Thompson); (3) "The Economies of Cities" (Dick Netzer); (4) "The Permanent Urban Fiscal Crisis" (Ester R. Fuchs); (5) "The Problem of the Schools: A Proposal for Renewal" (Diane Ravitch); (6) "Crime and the City" (Christopher Stone); (7) "Housing and Neighborhoods: (Julia Vitullo-Martin); (8) "'Back to the Future': Reviving the Settlement House as Neighborhood Social Service Center" (Ellen Chesler); (9) "The Rise of the Private City" (Paul Goldberger); (10) "The Health and Welfare of Cities" (Donna E. Shalala); (11) "New York Underground: Rescuing the MTA" (Robert R. Kiley); (12) "The Future of Public Education" (Joseph A. Fernandez); (13) "Lifeblood of the City: The Arts in New York" (Nathan Leventhal); (14) "The Continuity of Purpose" (Stanley Brezenoff and Roger Cohen); (15) "Beloved City" (William J. Dean); and (16) "Epilogue" (Julia Vitullo-Martin). (Contains eight figures and eight tables.) (SLD)

ED 396 025 UD 030 966

Cockcroft, James D.
Latinos in the Making of the United States. The Hispanic Experience in the Americas.
PUB DATE- 95
NOTE- 191p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Bilingual Education; Civil Rights; Cubans; Dominicans; Elementary Secondary Education; *Equal Education; *Hispanic Americans; *Immigrants; *Labor Force; Labor Relations; *Minority Groups; Puerto Ricans; *Spanish Speaking; Stereotypes; United States History
IDENTIFIERS- *Latinos

Mexican Americans, Puerto Ricans, Dominicans, Cubans, Central Americans, and South Americans, all so-called "Hispanics," or "Latinos," have brought their working hands and all of their skills and talents to the United States. They have come from suggestions. Suggested activities range from a class debate to a survey of the community. A bibliography contains seven recommendations for further reading. (BEW)

ED 395 576 IR 017 888

Marshall, Gail
Informatics and Changes in Learning: The American Dilemma--Opposing Epistemological Perspectives and Unanswered Questions.
PUB DATE- Jun 93
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Cognitive Processes; *Computer Assisted Instruction; Computer Uses in Education; Constructivism (Learning); Data Interpretation; *Epistemology; *Evaluation Problems; *Learning Theories; Literature Reviews; *Research Reports
IDENTIFIERS- Philosophical Influences

This paper summarizes the literature on research studies in informatics and changes in learning, particularly computer-assisted instruction. Research results themselves are often inconclusive when no allowances are made for different generations of hardware and software or computer types, when the computer is treated as the only variable in the scenario, or when the epistemological roots of classroom practice are not acknowledged. Contradictory commentary springs from the fundamental dichotomy between the mechanistic and constructivist approaches. Their vastly different perspectives create disagreement over whether classroom computers actually affect cognition, and for how long. (Contains 31 references.) (BEW)

ED 395 577 IR 017 889

Marshall, Gail
Cautionary Verses: Prospects and Problems in Achieving the Aims of the Computer Revolution.
PUB DATE- Jun 94
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Change Strategies; Corporate Support; *Educational Change; *Educational Technology; Failure; Government Role; Instructional Development; Long Range Planning; Modern Mathematics; Private Sector; *Resource Allocation; School Culture
IDENTIFIERS- *Technology Integration

The media has criticized the American education system for being slow to implement technology in schools. To remedy that perception, the federal government and private corporations have planned additional funding for technology. This paper reflects on previous attempts to change, such as "New Math" or the "Follow Through" post-Head Start program, which fell short because of an absence of vision, inconsistency with school culture, lack or misdirection of resources, or lack of planning. Today's would-be innovators must guard against similar failures. (Contains 13 references.) (BEW)

ED 395 578 IR 017 890

Marshall, Gail

DESCRIPTORS- *Academic Libraries; Foreign Countries; Higher Education; *Law Libraries; Library Associations; *Library Expenditures; *Library Personnel; Library Services; *Library Statistics; *Medical Libraries; Questionnaires; Research Libraries; Tables (Data)
IDENTIFIERS- *Association of Research Libraries; Canada; United States

This document reports data for the law and medical components of the Association of Research Libraries (ARL) university libraries in the United States and Canada. Tables of summary data for collections, expenditures, and personnel and public services are presented separately for law and medical libraries by fiscal year. In addition, footnotes to the ARL Academic Law Library Statistics are provided for each year. Questionnaires for the three fiscal years are included. Appendices provide: (1) a list of ARL member libraries with indications for law and medical library inclusion; (2) serial costs in ARL academic medical libraries compared to ARL Statistics, 1986-95; (3) law library resources as a percent of total library resources in the parent institution, 1994-95; and (4) medical library resources as a percent of total library resources in the parent institution. (AEF)

ED 395 597 IR 055 912

Reed-Scott, Jutta, Comp.; And Others
ARL Preservation Statistics, 1993-94: A Compilation of Statistics from the Members of the Association of Research Libraries.
PUB DATE- 95
NOTE- 73p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Libraries; Foreign Countries; Higher Education; Library Associations; *Library Expenditures; *Library Personnel; Library Statistics; Microfilm; *Preservation; Questionnaires; *Research Libraries; Tables (Data)
IDENTIFIERS- *Association of Research Libraries; Canada; United States

This document presents data from 115 U.S. and Canadian research libraries that were members of the Association of Research Libraries (ARL) during the 1993-94 fiscal year. The Preservation Statistics questionnaire which is included is designed to yield statistical information on the current level of preservation efforts in research libraries, and on the key organizational, functional, and fiscal components that characterize preservation programs. The report is divided into three parts. In the first section, summary data tables display the aggregated statistics describing the current level of preservation efforts in ARL libraries. The tables show statistics for: personnel; expenditures; conservation and preservation treatment; and preservation microfilming. The second section provides an analysis of the core data for all reporting ARL libraries. The key organizational, functional, and fiscal components that characterize preservation programs in ARL libraries and that distinguish between program levels are analyzed. The third section is an analysis of core data based on size of collection. A copy of the annual questionnaire and footnotes to the 1993-94 Statistics are also provided. (Author/AEF)

ED 395 598 IR 055 913

In March 1995, Australia's Royal Melbourne Institute of Technology began offering Australian and Chinese students an Associate Diploma of Business in International Trade at the Wuhan Yejin University of Science and Technology, in China. The course is offered at the University's China Iron and Steel Industry Training Centre, a joint project between the Australian and Chinese governments, and offers students the following benefits: (1) an international trade focus; (2) a short, 1-year course of study and a focus on practical skill-building; (3) an international setting for Australian students; (4) readily accessible foreign qualification for Chinese students; and (5) privileged entry into other courses in Australia. The program is presented entirely in English, except for some special tutorials in which the Chinese students may ask questions in Chinese, but Australian students are required to study Mandarin. In its first year, the program attracted students who had a strong desire to work in the field of international trade and a majority already had definite links with international organizations. While the ages of these students ranged from 18 to 50 years old, it was determined that students who were 25 years and older, with significant employment and life experience, tended to adjust better to the new environment and were better able to apply themselves to their studies. (TGI)

ED 395 616 JC 960 367

Foote, Elizabeth
Achieving Administrator Diversity. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- May 96
NOTE- 4p.; Drawn from "Achieving Administrative Diversity, New Directions for Community Colleges, Number 94," edited by Raymond C. Bowen and Gilbert H. Muller.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Administrator Qualifications; *Administrators; *Administrator Selection; *College Administration; Community Colleges; *Diversity (Institutional); Educational Quality; *Faculty Recruitment; Minority Groups; Personnel Integration; Personnel Selection; *Professional Development; Two Year Colleges
IDENTIFIERS- ERIC Digests

One of the key challenges facing community colleges in the 1990's is the development of leadership that represents the diversity of students and local constituents. In a 1991 survey of 1,097 community college presidents, only 11% of those surveyed belonged to minority groups. Programs do exist, however, to help minority group members structure their careers and become community college administrators. These programs are offered by universities, such as the Community College Leadership Program at the University of Texas; higher education associations, such as workshops sponsored by the American Association of Community Colleges; and minority higher education organizations, such as the National Council on Black American Affairs. Community colleges seeking to improve minority administrator representation should consider the following recommendations: (1) identify and publicize college goals and timetables for diversity; (2) maintain clear policies and procedures for hiring, awarding tenure, and evaluating; (3) require regular progress reports; (4) enlist the help of consulting

Student Characteristics; *Teacher Role; Two Year Colleges; *Violence
IDENTIFIERS- *California Community Colleges

Changes in the demographics of the student population, the political climate, the economic health of California and the nation, and the availability of public support services have contributed to an emerging climate of violence as a means of problem solving or as a consequence of frustration. Community college faculty and staff may protect their students and themselves by understanding and recognizing the perspectives of students and adopting intervention approaches that emphasize communication skills and conflict resolution techniques rather than authoritative force. Effective conflict resolution involves active listening and an understanding of legal, personal, and institutional rights and responsibilities. Community college faculty are in a unique position to explore innovative approaches to conflict resolution, such as the introduction of collaborative learning in the classroom. Faculty and staff must develop skills that encompass direct, assertive expression, effective listening, awareness of non-verbal communication, accurate descriptions of behavior, and accurate assessments of one's own perceptions. Possible approaches for faculty and staff development in the area of conflict resolution include offering training seminars, creating and disseminating materials and resources on conflict resolution, establishing an emergency crisis team, integrating conflict resolution in the curriculum, and promoting campus safety. Finally, clear student discipline policies identifying the expected standard of student conduct should exist and be enforced. (TGI)

ED 395 634 JC 960 385

The Use of Part-Time Faculty in California Community Colleges: Issues and Impact.
PUB DATE- 96
NOTE- 26p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Rank (Professional); *Adjunct Faculty; Community Colleges; Educational Policy; Educational Quality; *Faculty College Relationship; Part Time Employment; *Part Time Faculty; Personnel Selection; *Teacher Selection; Two Year Colleges
IDENTIFIERS- *California Community Colleges

Focusing on academic issues associated with the use of part-time faculty, this report examines the status of part-time faculty in the California Community Colleges (CCCs) and effects on the equity of education offered in the system. Following an overview of issues, the report provides information on the history of the use of part-time faculty, indicating that considerable use has been made of part-time faculty in community colleges for decades and that in Spring 1996 the CCCs had 26,727 part-time and 16,012 full-time faculty. Next, processes for integrating part-time faculty into the institution are discussed, including formal orientations and professional/shared governance duties; hiring and evaluation procedures are reviewed; and institutional support of part-time faculty is addressed, including access to institutional mail, telephones, professional development resources, and internal support process. The negative effects of excessive reliance on part-time faculty are described, including threats to academic creativity and freedom experienced by hiring large numbers of proposes a rich and challenging curriculum for all students; a professional environment for teachers; more effective use of time by students, teachers, and administrators; technology for an information age; and careful assessment that provides real accountability. At the heart of the Edison school design are world-class standards that set forth what students should know and be able to do in order to be active, contributing participants in the world. The standards communicate high expectations to students, teachers, and parents, and bring coherence to the overall school design. They also serve as the basis for curriculum, instruction, and assessment. This book describes the standards for one of the six academies which make up the Edison school design, the Primary Academy, which serves children in kindergarten through grade two. The standards described respect children's intellectual, social, and developmental needs, and are organized into the following five parts: (1) humanities and the arts; (2) mathematics and science; (3) character and ethics; (4) physical fitness and health; and (5) practical arts and skills. The standards are illustrated with descriptions of the approach to each area; examples of classroom projects and activities; outstanding books, performances, and other materials; and ongoing assessment activities through which students demonstrate their growing knowledge and skills. (TJQ)

ED 395 652 PS 023 758

Kalliopuska, Mirja, Ed.
The Significance of Parents' and Grandparents' Role. Proceedings of the Fenno-Hungarian Conference on Developmental Psychology (3rd, Lahti, Finland, July 11-13, 1993).
PUB DATE- Sep 95
NOTE- 230p.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021),Reports - Research/Technical (143)
DESCRIPTORS- Adolescents; Careers; *Child Development; Children; Cognitive Development; Communication Skills; Competition; Crosscultural Studies; Empathy; Family History; *Family Influence; *Fathers; Fear; Females; Foreign Countries; Gifted; *Grandparents; Infant Behavior; Infants; Interpersonal Competence; Language Acquisition; Learning Disabilities; Longitudinal Studies; Males; Marital Satisfaction; *Mothers; Older Adults; Parent Attitudes; *Parent Child Relationship; Parent Role; Perceptual Development; Premature Infants; Preservice Teacher Education; Residential Institutions; Retirement; Role of Education; Self Esteem; Sex Differences; Spatial Ability; Special Education
IDENTIFIERS- Finland; Hungary; Vocalization

The third Fenno-Hungarian Conference on Developmental Psychology covered four main concepts: the historical roots and development of social competence through three generations, parent-child interaction, parenthood, and the development of socio-cognitive competence through childhood and adolescence. A series of papers was presented addressing the following topics; (1) infant vocalization; (2) family educational norms in the education of grandchildren; (3) historical roots of sex-atypical careers of women; (4) wantedness and unwantedness of children over three generations; (5) human relations of retired people, their self-actualization and their faith in the future; (6) empathy and prosocial attitudes of students of Special Education; (7) impact of families and state care on children's communication skills; (8) mother attitudes and interaction with

*Socioeconomic Influences; Working Hours; Young Children
IDENTIFIERS- Child Care Costs; *Child Care Needs; Survey of Income and Program Participation

This report presents a statistical portion of the child care arrangements working parents use for their preschoolers, and changes observed in those arrangements from 1988 to 1993. Data shown by the Survey of Income and Program participation suggest that: (1) Almost half of preschoolers are cared for by relatives while their mothers are at work; (2) Preschoolers' child care arrangements have changed dramatically over the past few years; (3) Mothers working evening or night shifts and mothers working part time have an easier time arranging for relative and in-home care; (4) Black and Hispanic mothers rely more heavily on their relatives to provide child care assistance while they are working than do White mothers; (5) Children who live with only one parent are much more likely to be cared for by their grandparents and other relatives than are children who live with married-couple parents; (6) Relatives provide a great deal of child care for preschoolers in poor families; (7) Children in families receiving benefits are more dependent on relatives to provide child care; and (8) Organized child care facilities are more popular in the South and in the suburbs. (AA)

ED 395 671 PS 024 204

Sharma, Dinesh
Culture and Childhood Risks: A Population Perspective.
PUB DATE- Jan 96
NOTE- 25p.; Paper presented at the Meeting of the Harvard University Graduate School of Education (Cambridge, MA, January 11-12, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *At Risk Persons; *Child Development; Childhood Needs; Children; Comparative Analysis; Cross Cultural Studies; *Cultural Influences; Definitions; Developed Nations; Developing Nations; Disadvantaged; *Economically Disadvantaged; Family Characteristics; Foreign Countries; *Mental Health; *Physical Health; Risk; Values; Well Being
IDENTIFIERS- India; Japan

This paper presents a cultural and historical analysis of the continuously increasing number of children and childhoods at risk, using a population perspective framework. Two major claims are presented. First the conditions of children and childhoods in the West, compared to the patterns of child-care in India, Japan and many other non-Western societies demonstrate the relative separateness of children from the adult world of the family and community. Second, recent global transformation edging towards greater modernization in the developing countries and toward post-industrial transformations in the developed countries are introducing new risk conditions to children's well being. For example, the recent changes in the family and society in the West may have pushed the conditions of children to extreme forms of psychological risks, while in the majority of the non-Western world, the high risks children encounter are to their physical survival. In conclusion, the paper suggests that human development must be seen as determined by multiple contextual and endogenous factors and the notion of developmental risks must be seen through not only a psychological perspective, but also through school. This practicum project devised an intervention at the Center to address teen parents' lack of knowledge, experience, and skills needed to appropriately care for their infants. It was assumed that increased resource knowledge, enhanced interpersonal relationships, and augmented parenting skills would make a difference in the teen mothers' approach to parenting. Bi-weekly peer support groups were established to accomplish these goals. The group sessions were specifically designed to address issues related to parenting, employability, life management skills, and child development. The child development component introduced specific prevention and wellness promotion content to the teen mothers. Additionally, individual counseling was used to develop a trusting relationship to build a support system for each teen mother which reinforced the issues discussed in the groups. Data from several evaluation instruments gathered at the beginning and end of the 3-month implementation period indicated that: (1) there was an increase in the teen mothers' knowledge about community resources; (2) the teen mothers felt more supported by significant adults; (3) teen mothers developed a sensitivity to the development of their babies; and (4) the physical well-being of the infants improved, as reflected in the increase in "wellness" appointments and completion of immunizations. Contains 24 references. (HTH)

ED 395 690   PS 024 257

Moreno, Robert P.
Instruction across Time: The Case of Mexican American Mothers with an Everyday Activity.
PUB DATE- 9 Apr 96
NOTE- 28p.; Paper presented at the Annual Convention of the American Educational Research Association (New York, NY, April 8-12, 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Home Instruction; *Mexican Americans; Parent Influence; *Parents as Teachers; Preschool Education; Task Analysis; *Teaching Methods; *Tutoring; Verbal Communication
IDENTIFIERS- *Zone of Proximal Development

This study examined the maternal teaching practices of Mexican American mothers and the relation of these practices to their children's task performance. The questions considered in the study were: (1) what teaching behaviors characterize maternal instruction; (2) how does use of these behaviors change throughout instruction; and (3) how do these teaching behaviors relate to child performance. The subjects of the study were 17 Mexican American mother-child dyads, recruited from preschools that served middle- to low-income families. All mothers were required to be proficient in English and use it predominantly in their household. Shoelace tying was the task chosen for the purposes of the study. Mothers were asked to use 48 hours to instruct their children to tie shoelaces so that they become fully competent in the task. A pretest and post-test were conducted to evaluate the children's task performance. The three categories of variables examined were: instruction time, mother's teaching behavior, and child's task performance. Analysis of data indicated the most frequent forms of verbal instruction and non-verbal behaviors used by the mothers. Statistical tests revealed that children did perform significantly better after instruction, but instruction time was not significantly associated with task performance. Some

(3) "The Waxing and Waning of Nongradedness" (Barbara Nelson Pavan); (4) "Research in Nongraded Elementary Schools: Simple Is Beautiful" (Roberto Gutierrez and Robert E. Slavin); (5) "Reinventing School: Teachers' Perspectives on Multiage Classrooms" (David Marshak); (6) "Nongraded Education: A Report from Aspen, Colorado" (Marilyn Hughes); (7) "Instructional Strategies in a Multiage Primary Classroom" (Kathy Magee); (8) "Technology for Teaching and Learning" (Frank Betts); (9) "Critical Insights from the Classroom" (Kay J. Williams); and (10) "Journey of Change: The Nongraded School" (Jacquie Anderson). Each article contains references. (TJQ)

ED 395 709 PS 024 322

Fogarty, Robin
Best Practices for the Learner-Centered Classroom: A Collection of Articles.
PUB DATE- 95
NOTE- 353p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Books (010)
DESCRIPTORS- *Active Learning; Classroom Environment; Classroom Techniques; Educational Strategies; Elementary Secondary Education; *Integrated Curriculum; *Student Centered Curriculum; Student Evaluation; Teacher Role; Teaching Methods
IDENTIFIERS- Authentic Assessment; *Child Centered Education; *Learner Centered Instruction; Multiple Intelligences; Reflective Thinking

This collection of articles on the learner-centered classroom offers strategies that fall into the following five educational arenas: (1) integrated curricula; (2) thoughtful instruction; (3) active learning; (4) reflective transfer; and (5) authentic assessment. Section one presents an overview of natural, holistic, integrated curricula created through the use of 10 different structures or frames. It includes a discussion of thematic instruction and the critical role of teacher teams. Section two focuses on the concept of thoughtful instruction, and topics include higher order thinking, problem solving, three-story intellect, and multiple intelligences. The third section examines the ideas, or best practices, that drive active learning and includes ways that high school and college teachers can make their lectures more interactive. Section four focuses on the ultimate goal of education--reflective transfer for lifelong use. It profiles metacognitive approaches to learning, and includes strategies for teaching for transfer and a six-level prototype for assessing student transfer. The final section on authentic assessment discusses learning logs and portfolios, as well as ways to use Gardner's theory of multiple intelligences as expressive tools for assessing. The section closes with a look at seven different learners and their multiple intelligence profiles. Most of the articles contain references. (TJQ)

ED 395 710 PS 024 325

O'Connor, Susan; And Others
ASQ: Assessing School-Age Child Care Quality. Team Leader's Resource Manual, Team Manual, Resource Guide and Two Videos.
PUB DATE- 96
NOTE- 367p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.

describes teaching techniques such as the use of demonstrations, modeling, formal classes, inquiry, teachable moments, debriefing, story telling, and games. The remaining chapters include: (2) Outdoor Living Skills, which covers backpacking, campsite selection, tent and fly pitching, sanitation, stove use and care, nutrition, fire building, fishing, and other skills relevant to outdoor education (3) Mountain Travel, focusing on travel and hazard evaluation skills such as trail techniques, map reading, hazard evaluation, risk management, route finding, compass navigation, and river crossings; (4) Leadership and Teamwork, which outlines information for teaching outdoor leadership and judgment skills related to expedition behavior, student teaching experiences, and expedition planning; (5) Environmental Studies, covering topics related to land management practices, natural sciences, physical sciences, and environmental ethics; and (6) First Aid, covering basic skills such as patient assessment, soft tissue injuries, cold injury, dehydration, shock, altitude illness, and emergency procedures. Each instructional topic includes a general statement related to the relevance of the subject, educational goals, specific course information related to educational goals, effective teaching methods, and a list of resources for locating additional information on a topic's key points. Appendices include tips for student leader exercises, a list of effective leadership habits and skills, and strategies for fostering initiative among student leaders. (LP)

ED 395 726 RC 020 497

Hern, Matt, Ed.
Deschooling Our Lives.
PUB DATE- 96
NOTE- 160p.; Foreword by Ivan Illich with Aaron Falbel.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Educational Philosophy; *Educational Principles; Elementary Secondary Education; *Experiential Learning; Foreign Countries; Freedom; *Free Schools; *Home Schooling; Independent Study; *Nontraditional Education; Parent Student Relationship; Small Schools
IDENTIFIERS- Canada; *Child Centered Education; United States

This book challenges common assumptions about the nature of education and the need for formal schooling and provides an overview of promising alternatives to compulsory education. Following a foreword by Ivan Illich, four sections cover the philosophical roots of opposition to compulsory public education, current analyses of the public school environment and the ways it discourages thought and intellectual development, perspectives on homeschooling, and descriptions of alternative schools. Chapters are: (1) "Kids, Community, and Self-Design: An Introduction" (Matt Hern); (2) "On Education" (Leo Tolstoy); (3) "The Intimate and the Ultimate" (Vinoba Bhave); (4) "Deschooling Society" (Ivan Illich); (5) "Instead of Education" (John Holt); (6) "Sweet Land of Liberty" (Grace Llewellyn); (7) "The Public School Nightmare: Why Fix a System Designed To Destroy Individual Thought?" (John Taylor Gatto); (8) "Challenging the Popular Wisdom: What Can Families Do?" (Geraldine Lyn-Piluso, Gus Lyn-Piluso, Duncan Clarke); (9) "Losing an Eye: Some Thoughts on Real Safety" (Matt Hern); (10) "Learning? Yes, of Course. Education? No, Thanks" (Aaron Falbel); (11) "Dinosaur Homeschool" (Donna Nichols-White); (12)

IDENTIFIERS- Colorado Rural Revitalization Project

The overall economic well-being of U.S. rural communities is on the decline. Rural America is now dependent on a highly diversified economy, and its problems will not be resolved through improved farm income alone. Various weaknesses in rural development policies must be addressed. The narrow policy focus on attracting manufacturing industries to rural areas has hindered needed economic restructuring and helped only a few communities. In many rural areas, aging infrastructures have been neglected, and modern telecommunications systems are not available. Years of selective outmigration have left rural areas short of human capital, and financial capital sources are inadequate in rural areas. Four existing policy options are described, and an approach that brings all four together into one comprehensive policy is advocated. A collaborative funding effort implemented by regional councils composed of a collaboration of stakeholders is recommended in place of the previous approach of pouring money into just one agency. The Colorado Rural Revitalization Program (CRRP) is described and presented as an effective model for rural economic development. A six-step blueprint for policy formation, implementation, and evaluation is based on identifying public preferences and implementing a stakeholder model with an evaluation-feedback cycle. Contains 17 references. (TD)

ED 395 743　　　RC 020 604

Chahin, Jaime

The Contrast between the Pathological Attributes and the Status/Aspirations of Mexican American Youth.

PUB DATE- Apr 96

NOTE- 46p.; Paper presented at the National Migrant Education Conference (South Padre Island, TX, April 14-17, 1996).

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Information Analyses/State-of-the-art Materials (070)

DESCRIPTORS- *Aspiration; Cultural Differences; Educational Attainment; Elementary Secondary Education; Ethnic Stereotypes; *Hispanic American Culture; *Mexican American Education; Mexican American History; *Mexican Americans; *Social Science Research; *Student Attitudes; Youth Problems

IDENTIFIERS- *Cultural Deficit Theory; Hispanic American Students

This paper analyzes the literature pertinent to the educational and occupational aspirations of Mexican American youth. Following a historical account of the Mexican American presence in the Southwest, this review focuses on social science literature, primarily of the 1950s-70s, that viewed Mexican Americans as having culture-based pathological attitudes and behaviors that interfered with educational attainment and upward social mobility. This cultural determinism model blamed the failures of Mexican American youth on "deficiencies" of Mexican American culture and suggested that the role of the school should include the socialization of Mexican American students to the values of the dominant American culture. This view overlooked the deficiencies of Mexican American education, particularly in the Southwest, which included segregated schools, underrepresentation of Mexican Americans among school personnel and on school boards, inequitable school funding, and devaluing of cultural differences. Since 1970, a number of studies indicate that school practices, teacher attitudes, and irrelevant curriculum inhibit learning and create a negative school experience that alienates Mexican American youth. Although the research pertinent to the status aspirations and of the Project SEED (Science for Early Educational Development) newsletter, expansions of the program, teacher professional development opportunities, and some of the details of the Pasadena Center plan. (JRH)

ED 395 762 SE 057 984

Rowan, Thomas E.; Campbell, Patricia F.
School-Based Mathematics Specialists: Providing On-Site Support for Instructional Reform In Urban Mathematics Classrooms. The Project IMPACT Model.
SPONS. AGENCY- National Science Foundation, Arlington, VA.
PUB DATE- Apr 95
NOTE- 22p.; Modified version of a paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Demonstration Programs; Elementary Education; *Inservice Teacher Education; *Mathematics Instruction; *Specialists; Teacher Role
IDENTIFIERS- *Teacher Change

This paper describes the role of the school-based mathematics specialist of the Project IMPACT (Increasing the Mathematical Power or All Children and Teachers) whose primary purpose is to design, implement, and evaluate a model for primary mathematics instruction that will enhance student understanding and support teacher change in predominantly minority schools. The program is described followed by a description of the selection and role of the mathematics specialist. The supportive interaction among specialists and with classroom teachers is discussed, including excerpts from specialists' journal writings to indicate both the nature of and the need for specialist-teacher interactions. Concluding the paper is a list of recommendations for encouraging teacher change. (MKR)

ED 395 763 SE 058 122

Bell, Beverley; Gilbert, John
Teacher Development: A Model From Science Education.
PUB DATE- 96
NOTE- 198p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Constructivism (Learning); Educational Strategies; Elementary Secondary Education; Foreign Countries; Higher Education; Knowledge Base for Teaching; Misconceptions; Models; *Professional Development; Science Curriculum; *Science Education; Science Teachers; *Teacher Education; Teaching Methods
IDENTIFIERS- *New Zealand

This book reports on the findings of a 3-year research project, Learning in Science, carried out in New Zealand. It documents the teacher development process for a group of science teachers as they used new teaching activities to take into account students' thinking, constructivist views of learning, and alternative conceptions. The professional growth teachers seek includes responses to such concerns as continuity, progression, differentiation, the inclusive curriculum, assessment, teaching and learning activities, curriculum science, and resources to

School Science Curriculum Materials, contains 350 individual entries that list and annotate curriculum materials in life science, Earth science, physical science, and multidisciplinary and applied science. The annotations are further divided into core materials, supplementary materials, and science activity books. This section also contains information on major funded projects in hands-on elementary science over the years dating back to the late 1960s. Part 3, Teacher's References, has annotations of books on teaching science, science book lists and resource guides, and periodicals. Part 4, Ancillary Resources for Elementary Science Teachers, contains two chapters that focus on facilities, associations, and federal and other organizations that have programs, services, and materials relevant to some aspect of hands-on, inquiry-based elementary science education. Appendices include publishers and suppliers and evaluation criteria for curriculum materials. (JRH)

ED 395 783 SE 058 350

Grouws, Douglas A.; And Others
Student Conceptions of Mathematics: A Comparison of Mathematically Talented Students and Typical High School Algebra Students.
PUB DATE- 10 Apr 96
NOTE- 41p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 10, 1996). The Iowa Measurement Research Foundation supported the project.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academically Gifted; Algebra; *Beliefs; *Cognitive Structures; High Schools; *High School Students; Interviews; Questionnaires

The major goals of this study were to conceptualize a framework for analyzing student conceptions of mathematics, gather baseline information about the conceptions of mathematics held by mathematically talented students and by average high school students, and begin to generate hypotheses about how they are related to the nature of student learning. The central dimensions used to examine student conceptions of mathematics are presented after a brief review of the related literature. A study comparing mathematically talented high school students' conceptions of mathematics to those of typical high school algebra students is reported and discussed. Three dimensions were used to characterize the nature of mathematical knowledge themes: composition of mathematical knowledge, structure of mathematics knowledge, and status of mathematical knowledge. Both the composition dimension and the structure dimension demonstrated consistent differences in response patterns for mathematically talented high school students and typical high school algebra students. Contains 23 references. (MKR)

ED 395 784 SE 058 362

Carr, Martha, Ed.
Motivation in Mathematics.
PUB DATE- 96
NOTE- 188p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials

Communication in Electric Fish" (P. J. DeCoursey); "Clearing Techniques for the Study of Vascular Plant Tissues in Whole Structures and Thick Sections" (J. M. Herr, Jr.); "The Use of the Biotic Index as an Indication of Water Quality" (M. C. Zimmerman); "A Field Study of the Ant Trail Phenomenon" (D. Moody); and "Chick Embryos in Shell-less Culture" (C. J. Fisher). (MKR)

ED 395 805 SE 058 420

Goldman, Corey A., Ed.; Hauta, P. Lynn, Ed.
Tested Studies for Laboratory Teaching. Proceedings of the Workshop/Conference of the Association for Biology Laboratory Education (ABLE) (7th, Las Vegas, Nevada, June 3-7, 1985; 8th, Ithaca, New York, June 16-20, 1986). Volume 7/8.
PUB DATE- 93
NOTE- 187p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Biology; *College Science; Higher Education; Science Activities; Science Education; *Science Experiments; *Science Instruction; Teacher Workshops

The focus of the Association for Biology Laboratory Education (ABLE) is to improve the undergraduate biology laboratory experience by promoting the development and dissemination of interesting, innovative, and reliable laboratory exercises. This proceeding volume contains 12 papers: "Experimental Design and Testing: Hatching and Development in Brine Shrimp" (Leona C. Truchan, Ingrith Deyrup-Olsen); "Using Chives to Study Meiosis" (Albert D. Robinson); "Size-Selective Feeding to Zooplankton by Fish" (Nelson Hairston, Jr., Madelyn Stafford-Glase); "A Laboratory on Population Genetics and Evolution: A Physical Model and Computer Simulation" (Jon C. Glase); "Origin of Life: The Miller Experiment" (R. W. Peifer); "Human Cardiopulmonary Laboratory" (Carol Hardy McFadden); "Measuring the Amount of Ascorbic Acid in Cabbage" (Carol Reiss); "Obtaining Early Mammalian Embroys" (Frank J. Dye); "Applying the Learning-Cycle Approach to Digestives Systems And the Principles of Structure. Function and Unity with Diversity" (Ann O. Wilke); "A Laboratory Teaching Model Which Trains Students to Exercise Discretion: Evaluating Water Quality" (William H. Leonard); "Using Crustaceans to Illustrate the Principles of Osmoregulation, Acid/Base Balance, and Respiratory Physiology" (Richard L. Walker); and "Using Chromosome Kits to Assemble Human Karyotypes" (Kenneth W. Perkins). (MKR)

ED 395 806 SE 058 421

Goldman, Corey A., Ed.
Tested Studies for Laboratory Teaching. Proceedings. Workshop/Conference of the Association for Biology Laboratory Education (ABLE) (11th, Fredericton, New Brunswick, Canada, June 12-16, 1989). Volume 11.
PUB DATE- 90
NOTE- 195p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Biology; *College Science; Higher Education; Science Activities; Science Education; *Science Experiments; Science Instruction; Teacher Workshops

The focus of the Association for Biology Laboratory Education

1991-1994. Grants are cataloged into sections by content--mathematics and science--and by grade level--elementary, middle, and high school. Grants that are primarily assessment are listed in a separate section as are proposals for conferences and studies. (JRH)

ED 395 825 SE 058 539

NASA's Great Observatories Paper Model Kits.
PUB DATE- Aug 93
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Aerospace Education; Secondary Education; Space Sciences
IDENTIFIERS- Compton Gamma Ray Observatory; Hubble Space Telescope; *Paper Models

The Hubble Space Telescope, the most complex and sensitive optical telescope ever made, was built to study the cosmos from low-Earth orbit for 10 to 15 years or more. The Compton Gamma Ray Observatory is a complex spacecraft fitted with four different gamma ray detectors, each of which concentrates on different but overlapping energy range and was designed to help astronomers learn about the most powerful celestial bodies and events in the universe. This educational product for grades 5 and up contains detailed descriptions to assemble a Hubble Space Telescope model and a Compton Gamma Ray Observatory model.

ED 395 826 SE 058 540

Vogt, Gregory L.; Rosenberg, Carla B.
Solar System Puzzle Kit: An Activity for Earth and Space Science.
PUB DATE- Jun 95
NOTE- 27p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Elementary Education; *Puzzles; Science Activities; *Solar System; *Space Sciences

This Solar System Puzzle Kit for grades 5-8, allows students to create an eight-cube paper puzzle of the solar system and may be duplicated for classroom use or used as a take home activity for children and parents. By assembling the puzzle, hand-coloring the bodies of the solar system, and viewing the puzzle's 12 sides, students can reinforce their knowledge of the many fascinating worlds that make up the solar system. In addition to puzzle pieces, the kit contains interesting facts about the Sun, each of the planets, asteroids, and comets. The resource section at the end of the publication provides sources to obtain additional resources on the solar system including those on the Internet.

ED 395 827 SE 058 552

Indicators of Science and Mathematics Education 1995.
PUB DATE- Jan 96
NOTE- 233p.; Appendix tables printed on light blue paper.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.

the same or change over time, and represents some of the interesting choices made through 200 years regarding language, artistic designs, and graphic styles. (EH)

ED 395 848 SO 025 673

Watergate. Documents from the National Archives.
PUB DATE- 82
NOTE- 49p.; Some print face may be difficult to read.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- Government Libraries; Instructional Materials; Library Collections; Material Culture; *Modern History; National Libraries; *Presidents of the United States; Realia; *United States History
IDENTIFIERS- National Archives DC; *Nixon (Richard M); *Watergate

The documents in this package focus on the three basic questions raised by Watergate: (1) Should President Nixon have been impeached?; (2) Should he have been prosecuted?; and (3) Should he have been pardoned? These documents do not begin to tell the whole story of Watergate, but they do suggest some of the issues involved. "Suggestions for Further Reading" will help readers sharpen their understanding of Watergate. The documents in this series include: (1) Richard M. Nixon's letter of resignation, August 9, 1974; (2) House of Representatives Committee on the Judiciary Report on Impeachment of Richard M. Nixon, August 20, 1974; (3) Transcript excerpts from Hearings before the Committee on the Judiciary, House of Representatives, June 23, 1972; (4) Memorandum by Vernon Walters, Hearings Before the Committee on the Judiciary, House of Representatives, June 28, 1972; (5) Memorandum from Carl B. Feldbaum and Peter M. Kreindler to Leon Jaworski about factors to consider in prosecuting Nixon, August 9, 1974; (6) "Washington Post" article about Watergate public opinion, August 26, 1974; (7) Memorandum from Philip A. Lacovara to Leon Jaworski about pardoning Nixon, September 5, 1974; (8) President Ford's draft remarks on granting a pardon to Nixon, September 8, 1974; and (9) diagram of Oval Office showing location of microphones. (EH)

ED 395 849 SO 025 714

Faber-Savage, Roxanne
Art Tells a Story. Museum by Mail. Classroom Guide.
PUB DATE- 94
NOTE- 41p.; Kit includes 10 slides and 5 laminated reproductions.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Art; Art Criticism; Art Education; *Art History; *Artists; Elementary Secondary Education
IDENTIFIERS- Wadsworth Athenaeum CT

This kit looks at 10 works of art from ancient to modern times and explores their myths, histories, artistic styles, and stories about art and artists. The kit includes goals and background information, 10 slides with slide presentation, art and writing activities, 5 laminated reproductions, and a bibliography. Activities are related to the 10 images: (1) "Hydria" (Psiax); (2) "St. George and the Dragon" (Claude tenant laws, employer-employee relations, and attorney-client relations. The goal of these lessons is to provide practical information about the law, to help make the legal system more understandable, and to help the students see through active participation how the legal system works in a variety of ways. The curriculum also includes a lesson about resolving personal conflict. It gives students an opportunity to learn skills for managing conflict in their own lives in a constructive way. Each of the 10 lessons begins with step-by-step instructor's procedures followed by reproducible student handouts. The lessons contain readings and interactive learning strategies for use in the classroom. (LH)

ED 395 869 SO 026 269

Hatch, Virginia; And Others
Human Rights for Children: A Curriculum for Teaching Human Rights to Children Ages 3-12.
SPONS. AGENCY- Amnesty International USA, New York, NY.
PUB DATE- 92
NOTE- 160p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Child Abuse; *Child Advocacy; *Childrens Rights; Child Welfare; Citizenship Education; *Civil Liberties; Cross Cultural Studies; Cultural Pluralism; Curriculum Development; Elementary Education; Global Approach; Instructional Materials; International Law; Justice; Juvenile Justice; Law Related Education; Multicultural Education; Preschool Education; Self Esteem; *Social Studies; Social Values; Violence
IDENTIFIERS- Amnesty International; Declaration of the Rights of the Child; *Tolerance; *United Nations Convention on Rights of the Child

Created to heighten teachers' awareness of human rights issues, particularly those related to children's rights, this guide offers children knowledge and skills in developing both self-worth and empathy for others. These feelings, the curriculum argues, are the foundation children need if they are to understand their rights as children and the basic rights of all human beings. The Ten Principles from The Declaration of the Rights of the Child, proclaimed by the United Nations in 1959, provide the nucleus for the manual. The Ten Principles express many familiar concepts, including self-esteem, multiculturalism, and child abuse. Considering these issues in the context of a comprehensive statement of children's rights adds weight and focus to them. The manual contains curricular activities and booklists to help teachers further children's understanding of their rights. The activities are divided into three age groups. "The Young Child" is for children ages 3-5. "The Primary Child" is for children ages 6-8. "The Upper Elementary Child" is for children ages 9-12. (LH)

ED 395 870 SO 026 359

Smith, Peter, Ed.
Art Education Historical Methodology: An Insider's Guide To Doing and Using.
PUB DATE- 95
NOTE- 78p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)

(9) "Environment"; (10) "Constitutional Rights"; and (11) "Crime and Drugs". Part 3, "Foreign Policy Issues", includes: (1) "Introduction"; (2) "Russia"; (3) "Defense"; (4) "Latin America"; (5) "The Middle East"; (6) "International Trade"; (7) "Europe"; (8) "Nuclear Proliferation"; (9) "World Poverty"; (10) "Sub-Saharan Africa"; and (11) "East Asia." Each chapter provides basic background information, identifies key questions, and gives arguments from both sides of the issue. (EH)

ED 395 891   SO 026 450

Parisi, Lynn, Ed.
A Look at Japanese Culture through the Family: A Case Study Activity.
SPONS. AGENCY- United States-Japan Foundation.
PUB DATE- 88
NOTE- 86p.; Project developed by the Rocky Mountain Region Japan Project 1988 Model District Teams.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Reports - Research/Technical (143)
DESCRIPTORS- *Asian Studies; Case Studies; *Cross Cultural Studies; Culture; Ethnic Groups; *Family History; Folk Culture; Foreign Countries; Global Education; Japanese Culture; *Multicultural Education; Secondary Education; Social Studies; *World History
IDENTIFIERS- Japan

This activity provides students with case studies of family life in Japan for them to make hypotheses about the traditions, social institutions, and values of the Japanese people. The case studies were written by teachers who spend 1- and 2-day homestays with both rural and urban families during a 3-week study tour to Japan in 1988. The case studies have been edited to omit personal opinions and conclusions of the writers and expose students to different styles of reporting data. The student objectives are to: (1) categorize data about contemporary Japanese society and make hypotheses based on the data; (2) identify ways in which Japanese families have blended aspects of traditional and contemporary culture; (3) cite examples that illustrate both diversity and homogeneity among families in Japan; (4) recognize interconnections between Japanese society and other world cultures; and (5) analyze and evaluate source material. (EH)

ED 395 892   SO 026 462

Nutter, Lester A., Comp.; Woolman, David C., Ed.
A Guide to Law Related Education Materials in the Curriculum Resources Center. Bibliography Series 1991, No. 2.
PUB DATE- 91
NOTE- 47p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; Citizenship Education; *Curriculum Development; Elementary Secondary Education; *Law Related Education; Social Studies
IDENTIFIERS- Rhode Island College

Designed to enhance law-related education (LRE) programs, this annotated bibliography provides a partial list of materials available at the Curriculum Resources Center (CRC) at Rhode

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Action Research; *Case Studies; Classroom Techniques; Early Childhood Education; Elementary Education; Higher Education; *Preservice Teacher Education; *Reflective Teaching; *Student Teaching; Teacher Education Programs; Teaching Methods; *Teaching Models; Teaching Skills; Theory Practice Relationship
IDENTIFIERS- *Case Method (Teaching Technique); *Collaborative Inquiry; Preservice Teachers

The use of collaborative case studies is an important tool for promoting teacher development, providing preservice teachers with opportunities to apply what they have learned in a real life context. This paper describes the design and evolution of a unique application of case study methodology by two early childhood/elementary education professors at two institutions with both graduate and undergraduate preservice teachers. Their overall goal was to guide preservice teachers in becoming active learners and responsive problem solvers, integrating theory into actual practice through collaborative inquiry. The components of the collaborative case study cycle are identifying a child, gathering information, planning and implementing strategies, observing and reflecting on the observations, and continuing or revising the strategies. In this model, multiple sources of information about individual children are gathered through demographics, daily observation, and reflections by the preservice teacher, cooperating teacher, and university supervisor. Using the information collected, the preservice teacher is responsible for designing and implementing appropriate strategies for working with the child. The major source of research data is the individual case studies that the preservice teachers write as a culminating activity in their courses, as well as journal entries and class discussions. Findings discussed include: mentor strategies developed during the study; student analysis leading to new teaching strategies; building a repertoire of strategies as preservice teachers applied their learning to their own situations; and reflections in practice by the researchers in order to improve their own teaching and learning. (Contains 11 references.) (ND)

ED 395 909 SP 036 708

Wilson, Linda J.
Mary and Ann: A Reciprocal Preservice Teacher and Cooperating Teacher Relationship.
PUB DATE- Feb 96
NOTE- 16p.; Paper presented at the Annual Meeting of the Association of Teacher Educators (76th, St. Louis, MO, February 24-28, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cooperating Teachers; Elementary Education; Faculty Development; Higher Education; Instructional Improvement; Preservice Teacher Education; Reading Instruction; Staff Development; *Student Teachers; Student Teacher Supervisors; *Student Teaching; *Teacher Student Relationship; *Theory Practice Relationship; *Whole Language Approach
IDENTIFIERS- *Preservice Teachers

Preservice teachers often have knowledge of the latest and best educational practice and need opportunities to apply theory in of the project. (JPB)

ED 395 926 SP 036 769

Luckowski, Jean
Professional Ethics among Practicing Educators.
PUB DATE- 18 Apr 96
NOTE- 16p.; Report prepared for the Certification Standards and Practices Advisory Council.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; Education Courses; Elementary School Teachers; Elementary Secondary Education; *Ethical Instruction; *Ethics; Higher Education; Inservice Teacher Education; *Preservice Teacher Education; Secondary School Teachers; *Teacher Certification
IDENTIFIERS- *Case Method (Teaching Technique); University of Montana

This paper describes a study of ethical decision making by teachers and the application of resulting case studies to teacher education. The initial study examined ethical decision making and the professional ethical philosophy of 18 elementary, middle and secondary teachers from urban, small town and rural areas of Montana. Case studies of the experiences described by these subjects were prepared, and the resulting cases were used in the college classroom to prepare elementary education students for ethical decision making. The usefulness and accuracy of the case studies were evaluated by 34 in-service teachers. As a result of these activities, it is recommended that Montana Program Standards leading to certification of teachers be strengthened in the area of professional ethics, that thoughtful application of the code of ethics be emphasized in teacher training, and that instruction in education coursework include the use of case studies on applied ethics. Three appendices contain the letter of invitation to participate in the project; a table showing teachers interviewed by size and level of school, gender, and grade or subject taught; and the interview questions. (JPB)

ED 395 927 SP 036 771

Trapedo-Dworsky, Madeleine; Cole, Ardra L.
Teaching as Autobiography: Connecting the Personal and the Professional in the Academy.
PUB DATE- Apr 96
NOTE- 24p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Autobiographies; Doctoral Programs; *Epistemology; Foreign Countries; Graduate Students; Higher Education; Personal Narratives; Qualitative Research; Questioning Techniques; *Reflective Teaching; Research Methodology; *Self Evaluation (Individuals); *Teacher Educator Education; Teacher Educators; *Teaching Methods

This paper analyzes the teaching practice of one of the authors and articulates the role of such reflexive analysis in the practice of professors of teacher education. The study extends the recommendation that teachers reflect on their practice to include the relationship between personal educational requirement and for each self-identified ethnic group. An example is the situation in which states require teacher certification candidates to pass all three Core Battery tests and the Specialty Area test most relevant to their own area of interest. For this type of requirement, the percentage of examinees who pass each test is computed, as well as the percentage of examinees who pass all the required tests. Results show considerable variation in passing rates depending on types of requirement and passing scores, and they demonstrate variation in ethnic differences on passing rates. For blacks, the ratio of examinees to white examinees who pass each requirement is related to the passing scores used and the required tests. Appendix A contains a model to discuss impact on reducing cutoff scores, and Appendix B lists the NTE Specialty Area tests. (Contains 18 tables, 3 tables and 6 figures in Appendix A, and 5 references.) (Author/SLD)

ED 395 946 TM 025 013

Goertz, Margaret E.
State Educational Standards in the 50 States: An Update.
PUB DATE- Mar 88
NOTE- 142p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Comparative Analysis; *Curriculum; Educational Change; Educational Quality; *Elementary Secondary Education; Graduation Requirements; Professional Development; *Profiles; State Programs; *State Standards; *Student Evaluation; *Teacher Certification; Teacher Evaluation; Testing Programs; Time Factors (Learning)

This report provides updated information on state standards in the 1986-87 school year. Each state was sent its previously compiled 1984-85 profile for review and revision. Responses were received from 48 of the 50 states, and data from the 1984-85 profile were used for states that did not respond. The first part of the report summarizes the state-prescribed educational standards that were in effect in 1986-87 and the changes that took place across the states between 1984-85 and 1986-87. Tables providing state-by-state comparison are included at the end of this section. The second part of the report contains individual profiles of each of the 50 states. These profiles present more detailed information on student standards (testing, high school graduation requirements, attendance, and other policies), teacher standards (teacher preparation, certification, relicensing, and staff development), and school and school district standards (length of the school year and day and curriculum requirements). Although state education reform activity tapered off in the period from 1984-85 to 1986-87, states continued to expand student and teacher testing requirements. (Contains 4 figures, 3 tables, and 50 state profiles.) (SLD)

ED 395 947 TM 025 014

Dorans, Neil J.; Lawrence, Ida M.
Checking the Equivalence of Nearly Identical Test Editions.
PUB DATE- Feb 88
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Equated Scores; *Error of Measurement; Test

research findings. Population sensitivity refers to an orientation that seeks to make services, institutions, or policies harmonious with the characteristics and values of diverse populations. Ethical dilemmas related to population sensitivity generally have to do with whether participation in the population-sensitive service entails separation from the mainstream group. A framework is needed to deal with these ethical dilemmas. Such a framework should include: (1) scrutiny of the evidence that justifies application to members of a specific population; (2) an examination of plausible rational justifications; and (3) the design of experimental applications intended to test the hypothesis of population generalizability. (Contains 64 references.) (SLD)

ED 395 968 TM 025 106

Fincher, Cameron
Trends in the Predictive Validity of the Scholastic Aptitude Test.
PUB DATE- Dec 90
NOTE- 105p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Ability; Academic Achievement; *Change; College Entrance Examinations; College Freshmen; Correlation; *Educational Trends; *Grade Point Average; Higher Education; High Schools; High School Students; *Predictive Validity; *Test Use
IDENTIFIERS- *Scholastic Aptitude Test; *University of Georgia

Changes in the predictive validity of the Scholastic Aptitude Test (SAT) that have been observed in the University System of Georgia (USGA) over the past two decades were studied. Several analyses were performed using student data from 27 USGA schools to determine the effectiveness of the SAT in predicting freshman grades. National trends indicated that the validity coefficients for high school record (HSR) and HSR SAT declined from 1964 to 1982. Findings from Georgia also demonstrate an appreciable decrease in validity coefficients for the past 6 or 7 years. The decrease in SAT validity coefficients is accompanied by similar variations for high school average (HSA) coefficients and for multiple correlation coefficients involving combinations of HSA and SAT. The same general trends were observed when annual variations were smoothed by computing 5- and 10-year averages. These general trends were affected by the variability of student abilities, as measured by the SAT, and academic performance, as reflected in high school and college grades. It is cautioned that decreases in the magnitude of validity coefficients do not mean a decline in the meaning and significance of the SAT as a measure of verbal and mathematical abilities. Appendix A contains 5-year averages in validity coefficients, and Appendix B contains profiles of cooperating institutions. (Contains 9 figures, 15 tables, 27 figures in Appendix A, 23 figures in Appendix B, and 7 references.) (SLD)

ED 395 969 TM 025 107

Lawrence, Ida M.; Curley, W. Edward
Differential Item Functioning for Males and Females on SAT-Verbal Reading Subscore Items: Follow-up Study.
PUB DATE- Apr 89
NOTE- 42p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.

Referenced Tests; School Districts; Sex Differences; Standardized Tests; *State Programs; *Testing Programs; *Test Results; Test Use
IDENTIFIERS- *Des Moines Public Schools IA; *Iowa Tests of Basic Skills; Iowa Tests of Educational Development

As part of its academic testing program and the evaluation of academic achievement, the Des Moines (Iowa) Public School System administers two standardized, norm-referenced achievement tests. These are the Iowa Tests of Basic Skills (ITBS) and the Iowa Tests of Educational Development (ITED). This document provides information regarding achievement on these tests in the 1994-1995 school year. The primary use of norm-referenced standardized tests is to provide general information about how the district compares with other urban districts with similar characteristics across the state and the nation. The ITBS is a test battery administered to students in grades 3, 4, 6, and 7 each year in February. The ITED is given each February to a sample of Des Moines students in grade 10. Results from both these assessments indicate that the district is achieving above most other schools nationally. While there is room for improvement, most schools are scoring at a higher percentile rank on the ITBS when compared to results from the ITBS given to similar groups in prior years. Overall, well above half of the students taking the ITED scored at or above grade level. For both tests, gender differences were minimal, but there were substantial differences between minority and nonminority students. Seven appendixes present details about test results, and a supplement contains a discussion of the norming process and norm use. (Contains eight tables, six appendix tables, and seven supplement tables.) (SLD)

ED 395 988 TM 025 152

Barton, Paul E.
A Perspective on Student Employment.
PUB DATE- Jan 96
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Educational Change; *Educational Experience; *Experiential Learning; High Schools; High School Students; *Part Time Employment; School Business Relationship; *Student Employment; *Work Study Programs

The time has come to start to improve students' job experiences and to improve the relationship between the work and school experiences. In rural and agricultural economies, student work was so important to the family that the school year was fashioned to accommodate it. As the nation became more urban, student employment for pay and student employment in family business replaced agricultural work. The fast food industry provided new opportunities for students to earn through part-time employment. At present, there is general separation between the student's world of school and the world of part-time employment. The total separation between part-time work and the classroom can be improved, although it cannot be made ideal. Experience-based education can be enhanced if schools know where the students work and what they do, and employers learn how their students are doing in school. Communication between employers and the school about the educational progress of student workers would help link the school and work processes to ensure that students got the most benefit from both. With cooperation between schools and businesses, student

Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Computer Uses in Education; Cultural Awareness; Curriculum; Elementary Secondary Education; *English; Group Instruction; Integrated Activities; *Interdisciplinary Approach; *Limited English Speaking; Mathematics; *Mathematics Instruction; *Parent Role; Preschool Education; *Science Instruction; Sciences; Teaching Methods

In the past, students who knew only a little English (called limited English proficient, or LEP), were usually taught only low-level science and mathematics. Now, new science and mathematics teaching methods can help LEP students get a good education in both fields. This guide will help parents know if their children are learning as much as possible. A preschool curriculum should make connections between the children's present lives and the lives of their ancestors and should draw on experience with plants and animals and nutrition and health instruction. Elementary and high school science lets students see and feel the meaning of the words instead of just hearing descriptions. Science taught to LEP students should be the same as that taught to others, and examples from the students' cultures should be used to make science learning easier. Use of common themes and cultural awareness can make improving English an accompaniment to science instruction. Group work, the application of mathematics, and the use of computers can all help an integrated program that teaches students science, mathematics, and English together. (SLD)

ED 396 008 UD 030 948

Schwartz, Wendy
How To Help Your Child Avoid Violent Conflicts. For Parents/about Parents.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 95
NOTE- 5p.; Information in the guide was drawn from the October 1994 (volume 94, number 4, part 2) special theme issue of "Pediatrics," the journal of the American Academy of Pediatrics, devoted to the role of the pediatrician in violence prevention. For related documents, see UD 030 946-958.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Adolescents; Attitudes; Children; Conflict; *Conflict Resolution; *Interpersonal Relationship; *Parent Role; *Prevention; Problem Solving; Role Models; Social Bias; *Violence
IDENTIFIERS- *Avoidance Behavior; Compromise; *Respect

Children should be taught as early as possible how to handle disagreements with each other without letting their anger get out of control. As they get older, they should be helped to apply the conflict-solving methods they learned as children to the more complicated problems that appear in adolescence. Children's attitudes are influenced by all the adults in their lives, but what they learn at home is especially important because their families are their first role models. Parents should examine their own attitudes to make sure that they do many places to become the United States' fastest growing minority group. By the 1990 Census, Hispanics were living in many parts of the country. Like other immigrant workers, they have been significant producers in national industrialization. Today, they are crucial for the future of the United States' cities. How vital Latinos are to the nation's existence is detailed in two chapters that concentrate on their roles as farm workers and as health care providers. A subsequent chapter explores Hispanic participation in the labor movement. Of particular interest is a chapter on schools, focusing on the struggle for equal educational opportunity and the controversy about bilingual education. Years of stereotyping have resulted in reduced expectations for Hispanic children and have placed many obstacles in their way. Nevertheless, Hispanics are maintaining their impressive tradition of fighting to improve the United States' educational system. Chapter 5 explores the roles of Hispanics in the professions, politics, business, and the arts, and Chapter 6 discusses the civil rights Hispanics still struggle to obtain. (Contains 56 references.) (SLD)

ED 396 026 UD 030 967

Garza, Hedda
Latinas: Hispanic Women in the United States. The Hispanic Experience in America.
PUB DATE- 94
NOTE- 191p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Historical Materials (060)
DESCRIPTORS- Achievement; Civil Rights; *Cultural Differences; Cultural Images; *Females; Feminism; *Hispanic Americans; Labor Relations; *Minority Groups; Sex Role; Spanish Speaking; *Stereotypes; *United States History
IDENTIFIERS- *Latinas; Machismo

The term "Latinas" encompasses many different groups of women. Despite the disparities among the cultures of their countries of origin, Spanish-speaking peoples have been lumped as "Hispanics," and later "Latinos," in the United States. The Latino group is rapidly becoming the largest minority population in the United States. Minority status has been instrumental in bringing the various Hispanic peoples together, but it has also perpetuated many stereotypes. Most notable is the myth of "machismo," the dominating behavior of patriarchal and chauvinistic men. This reverse of the coin of machismo is "hembrismo," the concept of docile femininity. The real-world stories of women of Hispanic origin in this volume counter the prevailing views of Hispanic women as subdued and ineffectual. Their stories began with the early settlements of the western United States, and continue through union and labor struggles in which Hispanic women took essential roles. Their roles and work are traced through the period of World War II and through the post-war era of Hispanic settlement in the northeastern United States. Hispanic civil rights struggles since the 1960s and the special struggles of women looking for workplace equality are also explored. (Contains 38 references.) (SLD)

ED 396 027 UD 030 968

Newman, Gerald; Layfield, Eleanor Newman
Racism: Divided by Color. Multicultural Issues.
PUB DATE- 95
NOTE- 112p.
LANGUAGE- English

The ABC's of Today's Technology Decision-Making in Australia, the United Kingdom, and the United States.
PUB DATE- Jul 95
NOTE- 7p.; Paper presented at the World Conference on Computers and Education (July 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Accountability; Comparative Analysis; Decision Making; *Educational Technology; Foreign Countries; *Global Approach; *Government Role; Integrated Learning Systems; *Student Evaluation
IDENTIFIERS- Australia; *Barriers to Implementation; *National Policy; Policymakers; Technology Integration; United Kingdom; United States

There are many parallels among hindrances to information technology implementation in Australia, the United Kingdom, and the United States. All three countries face: (1) an increased call for accountability to government at all levels; (2) different ideas on how to assess student progress in technology-rich environments; (3) a "back to basics" fervor on the part of policymakers that runs counter to what established users have learned to do with technology; and (4) conflict over the increasing purchase of Integrated Learning Systems with government funds, since many feel that the use of such systems diminishes what can be accomplished with existing technology. A major dialogue between all constituent groups using information technology would be valuable. (Contains 12 references.) (Author/BEW)

ED 395 579 IR 017 891

Marttunen, Miika
Argumentation through Computer Conferencing in an Academic Context.
PUB DATE- 94
NOTE- 12p.; Paper presented at the International Conference on Distance Education in Russia, ICDED'94 (1st, Moscow, Russia, July 5-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Computer Mediated Communication; Electronic Mail; Foreign Countries; *Group Discussion; Higher Education; *Persuasive Discourse; *Student Attitudes; Student Motivation; Study; *Teleconferencing; Undergraduate Students
IDENTIFIERS- *University of Jyvaskyla (Finland)

This paper describes a computer conferencing experiment carried out at the University of Jyvaskyla in Finland. The conference provided the students an interactive learning environment appropriate for practicing argumentation and developing their argumentation skills. Participants were 31 undergraduate students. Two tutors, who were top students in the field of education near their graduation, were also recruited for the experiment. Two research questions focused on the students' and tutors' attitudes toward the computer conferencing interactions and computer conferencing as a study method. Four computer conference groups were established: two engaged in the seminar mode and two in the discussion mode of conferencing. The software used was an ordinary electronic mail (Elm) for Unix including a text editor called Emacs. The conference discussions were related to the topics addressed in two set

South Carolina State Library Annual Report. 1994-1995.
PUB DATE- 95
NOTE- 67p.; For the 1993-1994 report, see ED 377 883.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reference Materials - Directories/Catalogs (132),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Expenditures; Higher Education; Library Acquisition; Library Collections; Library Development; Library Funding; Library Networks; *Library Personnel; *Library Services; *Library Statistics; Mission Statements; Outreach Programs; Volunteers
IDENTIFIERS- Consultant Role; Grant Recipients; Library History; *South Carolina State Library

This report summarizes the activities of the South Carolina State Library. Sections include: (1) the library governance and mission statement; (2) a brief library history; (3) details about the organization and operations of the library, including a list of the responsibilities and personnel assigned to each of six departments, as well as charts of total expenditures; (4) data on library services to state government, to institutions requesting interlibrary loans, and to the visually and physically handicapped; (5) library acquisitions, divided by category; (6) library development activities, including consultant services and grant administration; (7) an update on the South Carolina Library Network; (8) highlights in public information services and programming; (9) volunteer activities; and (10) a list of recent state library publications. Appendix 1 is comprised of several library directories, listing the addresses of public library board chairpersons, public libraries, college and university libraries, and libraries in state institutions. Appendix 2 assembles tables which compare statistics from previous years with the 1994-1995 data. Data covers, among other things, library circulation, income, expenditures, and acquisitions. (BEW)

ED 395 599 IR 055 914

The New York Guide to Intellectual Freedom in Libraries: A Manual for Librarians, Staff and Trustees.
PUB DATE- 95
NOTE- 72p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Academic Libraries; Access to Information; *Censorship; *Confidentiality; Elementary Secondary Education; Federal Regulation; Freedom of Information; Higher Education; Information Policy; *Intellectual Freedom; Library Administration; Library Material Selection; *Library Policy; Policy Formation; *Professional Associations; *Public Policy; School Libraries; State Regulation
IDENTIFIERS- American Library Association; Information Equity; Library Bill of Rights; *New York

This manual advises library administrators in the state of New York on the responsibilities of individual institutions regarding censorship, patron confidentiality, and other intellectual freedom issues. Besides listing organizations available for consultation, the manual recommends procedures organizations that specialize in minority recruitment; (5) advertise openings in minority community publications; (6) give the Equal Employment Opportunity officer sufficient authority; (7) search for administrative candidates from sources other than the traditional academic pipeline; and (8) encourage minority faculty to participate in administrative activities. Lists of programs and organizations providing professional development opportunities are included. (TGI)

ED 395 617 JC 960 368

Cohen, Arthur M.; Brawer, Florence B.
Community College Scholarship. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- May 96
NOTE- 4p.; Drawn from "Scholarship: Research in and about the Colleges" in "The American Community College. Third Edition," by A. M. Cohen and F. B. Brawer; see ED 389 384.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- College Outcomes Assessment; *Community Colleges; Educational Finance; *Educational Research; *Institutional Evaluation; *Institutional Research; *Research and Development; Research Design; *Research Problems; School Statistics; Two Year Colleges
IDENTIFIERS- ERIC Digests

Community colleges generally conduct little research. Further, there is no generally accepted national research agenda for community colleges, no consistently funded national agency charged with studying the institutions as unique entities, and few educational researchers directing their attention toward them. The research that is undertaken on community colleges is conducted primarily by university professors and students, state agencies mandated by legislation, the Department of Education, in addition to a few institutional researchers at colleges. The types of research conducted include treatments of the formation and development of the colleges from the viewpoint of history or sociology and large-scale data compilations providing overviews of trends. In addition, the more useful qualitative studies undertaken provide information on the peculiarities of college functioning through participant observation or interview techniques. The lack of a consistent funding base for the routine collection of data on institutional effectiveness and unfamiliarity with assessment are central barriers to community college research. Finally, whatever the source and forms it takes, research on community colleges suffers several limitations stemming from imprecision in the language of the social sciences and from the relationships between researchers and practitioners. (TGI)

ED 395 618 JC 960 369

Clark, Linda M.; Tullar, Phil
Three Governmental Entities Collaborate to Build a Satellite Community College Campus in Northern Arizona: Working Together to Create a "One-Stop Learning Center."
PUB DATE- 95
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions)

non-tenured faculty who do not share the same privileges and protection as full-time faculty. Finally, following a discussion of the positive contributions of part-time faculty, including their more recent graduate-level work and familiarity with practices at other colleges, current efforts to resolve the negative aspects of part-time faculty use are reviewed. Includes nine recommendations regarding the use of part-time faculty in the CCCs. A Council of Faculty Organizations faculty equity statement is appended. (TGI)

ED 395 635 JC 960 389

Nielsen, Norm
Partnerships: Door to the Future for Community Colleges.
PUB DATE- 96
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College School Cooperation; Community Colleges; Cooperative Programs; *Corporate Support; Educational Cooperation; *Educational Finance; *Partnerships in Education; Program Descriptions; Public Agencies; *School Business Relationship; *School Community Relationship; *Shared Resources and Services; Two Year Colleges
IDENTIFIERS- *Kirkwood Community College IA

In response to diminishing resources, Kirkwood Community College (KCC), in Iowa, has made efforts to develop partnerships with public and private agencies to provide organizational and financial support. This report reviews the development of partnerships at KCC and highlights specific agreements. The first part reviews the history of partnership development at the college, highlighting enabling legislation, early partnerships, and sample techniques used to develop agreements. This section indicates that, from 1983 to 1993, KCC economic development officers produced $29 million in training contracts with more than 125 private companies. The next part of the report provides brief descriptions of 19 private partnerships maintained by KCC, including efforts related to a computer training services center, a truck driver education program, a business center, career programs and centers, media development and distribution, automotive technology training, agricultural programs, mentoring programs for educationally disadvantaged students, and health services and education. The final part of the report highlights 31 partnerships with public agencies, including agreements related to a vocational individualized training and learning program, municipal infrastructure improvement, high school vocational programs, distance learning training, teacher in-service training for remote instruction, water and wastewater training, environmental education, fire service training, hazardous waste worker safety training, strategic community and economic development planning, university extension, cable television programming, and penal education. (TGI)

ED 395 636 JC 960 390

Baker, John; And Others
50 Sure Fire Ideas for Boosting Morale and Creating a Can-Do Culture.
PUB DATE- 15 Mar 96
NOTE- 18p.
LANGUAGE- English

learning disabled sons; (9) mother attitudes and interaction with low birthweight babies; (10) ambivalence about motherhood during pregnancy: effects on the caregiving role; (11) father role and family adjustment; (12) fathers as primary caregivers; (13) have parents of boys and girls experienced them differently bringing them up?"; (14) affect of child's age, social status and regional location on marital adjustment; (15) a new approach to the construction of spatial coordinates; (16) competitive behavior in relation to high ability and home environment; (17) culture mediating role of families of high ability children; (18) insecurity of 5- to 6-year-old children; and (19) influence of parent self-esteem and attitudes on the self-esteem of child. All of these papers report research results, many of which contain references and statistical tables. (LSH)

ED 395 653 PS 023 894

Politano, Colleen; Davies, Anne
Multi-Age and More. Building Connections.
PUB DATE- 94
NOTE- 162p.; Paper presented at the European Conference on the Quality of Early Childhood Education (5th, Paris, France, September 7-9, 1995).
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Classroom Design; Classroom Environment; *Classroom Techniques; Cooperative Learning; Curriculum; Elementary Education; Evaluation; Foreign Countries; *Heterogeneous Grouping; Inclusive Schools; Mathematics; *Mixed Age Grouping; *Multigraded Classes; Parent Participation; Physical Education; Physical Environment; Reading; Teacher Student Relationship; *Teaching Methods; Writing (Composition)
IDENTIFIERS- Canada; *Diversity (Student)

As the world becomes more diverse socially, culturally, and economically, there are growing expectations that the individual's differences and rights will be recognized, respected, and responded to in positive ways. This book provides teachers of both multi-age and diverse single-age classrooms guidance on classroom organization, curriculum planning, student progress evaluation, and facilitation of parent involvement. Chapter titles are: (1) "Articulating Our Beliefs"; (2) "Planning for Diversity"; (3) "Creating a Community of Learners"; (4) "Using Physical Space, Materials and Supplies"; (5) "Rethinking Instruction"; (6) "Representing Our Learning"; (7) "Accounting for Learning: Assessment, Evaluation, and Reporting"; (8) "Informing, Inviting, and Including Others"; and (9) "Responding to Questions." Appendices contain reproducible masters and 48 references. (LSH)

ED 395 654 PS 023 939

Ogefelt, Anette Daversjo
The E.C.E.R.S. as a Base for Research and Development of Quality in Day Care Centers in Sweden.
PUB DATE- Sep 95
NOTE- 17p.; Paper presented at the European Conference on the Quality of Early Childhood Education (5th, Paris, France, September 7-9, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..."

cultural beliefs and practices which tend to be socially, economically, and historically mediated. Contains 32 references. (AA)

ED 395 672 PS 024 206

Brown, Patricia A., Ed.
Competence: News for the CDA Community. 1993.
PUB DATE- 93
NOTE- 29p.; For 1994 journals, see PS 024 323.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Journal Articles (080),Collected Works - Serials (022)
DESCRIPTORS- Armed Forces; Certification; *Child Caregivers; *Child Development; *Child Development Specialists; Child Rearing; Credentials; Day Care; Early Childhood Education; Elementary Secondary Education; Legislation; Military Personnel; *Professional Development; Training
IDENTIFIERS- Army; CDA; *Child Development Associate; Military Day Care

This document contains three issues of Competence, from April, July, and November 1993, Volume 10, 1-3. This newsletter is published by the Council for Early Childhood Professional Recognition, the organization that awards the Child Development Associate (CDA) credential to child caregivers. Each issue focuses on aspects and concerns involving CDA, including breaking news and a column from the Executive Director of the Council for Early Childhood Professional Recognition. The April issue focuses on the Army Child Development Services and CDA, with a cover story, "Quality Programs in Child Care Link Army Child Development Services and CDA Program." Other articles cover army caregivers and CDA training and credentialing. The July issue includes information on the award of the 50,000th CDA credential. The November issue focuses on the military and CDA, featuring articles such as "CDA Shares Personal Tales of Triumph" (Terri Fuller) and "Military Child Care Act Paves Way for CDA-Based Training." (BGC)

ED 395 673 PS 024 211

Head Start Health Coordinators' Task Force Report.
PUB DATE- Jul 90
NOTE- 67p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Administrators; *Child Health; Dental Evaluation; Dental Health; Economically Disadvantaged; Food; *Health Services; Medical Evaluation; Mental Health Programs; Nonprofessional Personnel; *Nutrition; Occupational Information; Personnel; Preschool Education; Professional Personnel
IDENTIFIERS- *Project Head Start

The Head Start Health Coordinator's Task Force (HCTF) was charged to study and make recommendations to strengthen Head Start's health component, which is a vital part of the child development program. Since its inception in 1965, Head Start has served over 12 million economically disadvantaged children. Through the health component, children have received medical and dental screenings, physical examinations, immunizations, mental health services, nutrition assessments, meals, and other services. The HCTF had 24 members representing all Head Start components. The task force's objectives are detailed, and job other patterns that emerged were mothers' preference to instruct in multiple short sessions, greater reliance on verbal instructions, and maternal instruction influenced by maternal education. The limited size and nature of the sample however, prevent the findings from being generalized. Contains 39 references. (BAC)

ED 395 691 PS 024 258

Hough, David; Bryde, Suzanne
The Effects of Full-Day Kindergarten on Student Achievement and Affect.
PUB DATE- Apr 96
NOTE- 16p.; Paper presented at the Annual Conference of the American Educational Research Association (New York, NY, April 8-12, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; *Achievement Tests; Attendance Patterns; Classroom Research; Comparative Analysis; *Extended School Day; Fatigue (Biology); *Full Day Half Day Schedules; *Kindergarten Children; *Parent Attitudes; Quasiexperimental Design; Report Cards; School Schedules; Student Evaluation

A quasi-experimental study explored the ways in which the full-day kindergarten program is beneficial and/or detrimental to students compared to the half-day and/or extended-day program. The sample consisted of six full-day schools matched with half-day schools on geographic location, school size, student norm-referenced data, and socioeconomic status of patrons. Data were collected by means of classroom observations; video- and audiotaped interviews of students, teachers, and parents; report cards of all students included in the sample; survey questionnaires administered to parents and teachers; and a norm-referenced achievement test administered to all students. The findings revealed the following: (1) greater utilization of small group activities by the full-day programs; (2) no significant difference in the amount of fatigue experienced by full-day and half-day students; (3) greater number of social interactions was experienced by full-day students; (4) full-day students outperformed half-day students on the majority of the Language Arts criteria and a few of the criteria used to measure mathematics skills; (5) full-day students outperformed half-day students on every criterion measured by norm-referenced achievement test; (6) overall satisfaction was higher for parents of children attending full-day and extended day programs (they believed that their children had a better chance for success in first grade over the half-day students); and (7) school attendance of full-day students was more regular than for other students. (BA)

ED 395 692 PS 024 260

Notari-Syverson, Angela; And Others
Facilitating Language and Literacy Development in Preschool Children: To Each According to Their Needs.
SPONS. AGENCY- Washington Research Inst., Seattle.
PUB DATE- Apr 96
NOTE- 38p.; Paper presented at the Annual Convention of the American Educational Research Association (New York, NY, April 8-12, 1996).
LANGUAGE- English

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Non-print Media (100),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- After School Programs; Educational Environment; *Educational Quality; *Evaluation Methods; Group Discussion; Leadership; Learning Activities; Nutrition; Observation; *Program Evaluation; Program Improvement; Questionnaires; Recreational Activities; Safety; *School Age Day Care; Self Evaluation (Individuals); Staff Development
IDENTIFIERS- Quality Indicators

Assessing School-Age Child Care Quality (ASQ) is a five-step process which guides program staff as they evaluate the quality of their program so they can develop priorities and improve achievement of goals. The five steps in the ASQ process are: (1) preparing for program improvement; (2) gathering information; (3) building the Action Plan; (4) taking action; and (5) checking on progress. This set of materials is designed to take school-age child care administration and staff through each of these quality assessment steps. The ASQ Team Leader's Resource Manual details each of the five steps from a staff training perspective. This manual also includes guidelines for program observation, questions for the director, questionnaires for staff, families, and program host, and a self-study summary. The manual also contains a 62-item bibliography. The ASQ Team Manual details the five steps for staff members, including specific goals. The ASQ resource guide annotates materials available in several areas including the developmental needs of school-age children, human relationships, diversity issues, collaboration with families and communities, indoor and outdoor environments, activities, and administration. The first of two videotapes, "Learning to Observe," details how to assess the program's human relationships; indoor and outdoor environments; activities; safety, health, and nutrition; and administration by watching and listening. The second videotape, "Learning to Work as a Team," illustrates the group process and shows how to identify problems and how to reach general agreement. The role of team leader and shared leadership are highlighted, as is managing divisiveness among group members. (HTH)

ED 395 711 PS 024 330

Bukowski, William M., Ed.; And Others
The Company They Keep: Friendship in Childhood and Adolescence.
PUB DATE- 96
NOTE- 430p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Adolescents; Child Abuse; Childhood Attitudes; *Cognitive Development; Cultural Pluralism; Early Adolescents; Elementary Secondary Education; *Friendship; Interpersonal Competence; Intervention; Moral Development; Parent Child Relationship; Peer Acceptance; *Peer Relationship; School Readiness; *Social Development; Student Adjustment; Young Children

Most research on the subject of friendship has concentrated on peer acceptance, dyadic properties, and the contribution that friendship makes to development and adjustment. This book explores the role of friendships in a child's social and emotional growth. The articles, based on presentations made at an SRCD (Society for Research in Child Development) study group

"Family Matters: Why Homeschooling Makes Sense" (David Guterson); (13) "Doing Something Very Different: Growing without Schooling" (Susannah Sheffer); (14) "Thinking about Play, Practice, and the Deschooling of Music" (Mark Douglas); (15) "Homeschooling As a Single Parent" (Heather Knox); (16) "Learning As a Lifestyle" (Heidi Priesnitz); (17) "Deschooling and Parent Involvement in Education: AllPIE--A Learning Network" (Seth Rockmuller, Katharine Houk); (18) "Summerhill School" (Zoe Readhead); (19) "A History of the Albany Free School and Community" (Chris Mercogliano); (20) "A School for Today" (Sudbury Valley School, Massachusetts) (Mimsy Sadofsky); (21) "A Wonder Story Told by a Young Tree" (Wondertree, British Columbia) (ilana cameron); (22) "Windsor House" (British Columbia) (Meghan Hughes, Jim Carrico); and (23) "Liberating Education" (the Small School, England) (Satish Kumar). A resource section lists 65 books, 6 readings on deschooling in music, 14 periodicals, and 23 networks and associations. (SV)

ED 395 727 RC 020 499

Pursuing the Clearinghouse Goal: Report of the National Indian Policy Center for Program Year 1995.
PUB DATE- 30 Sep 95
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *American Indians; Annual Reports; *Clearinghouses; *Federal Indian Relationship; Federal Legislation; Information Networks; Internet; *Policy Formation; *Public Policy; Tribal Government
IDENTIFIERS- *National Indian Policy Center DC; Native Americans

The National Indian Policy Center was established by Congress in 1990 to determine whether an Indian policy research institution could provide Indian tribes, Congress, and federal agencies with information that would contribute to the development of sound Indian policies. The Center is governed by a planning committee of tribal leaders, representatives of Indian organizations, and Indian policy experts. In 1995 the Center initiated a program whereby a weekly memorandum sent by fax or mail informs tribal governments and American Indian and Alaska Native organizations of emerging national policy issues, court decisions, federal rulemaking, upcoming events, and publications and materials of interest. The Center enlarged its collection of documents, policy studies, and data of prospective importance to governmental agencies, and began restructuring its Internet site and exploring how to maximize the benefits of the sites to Indians. The Center published the "Survey of Tribal Actions to Protect Water Quality and the Implementation of the Clean Water Act." Five more commissioned papers were being prepared for publication in 1995, and three major policy forums were supported. In August 1995, a bill was introduced in the U.S. Senate to establish an American Indian Policy Information Center as a successor to the current National Indian Policy Center. (TD)

ED 395 728 RC 020 517

Cantoni, Gina, Ed.
Stabilizing Indigenous Languages. Perspectives: Center for Excellence in Education Monograph Series. Proceedings of Two Symposia (Flagstaff, Arizona, November 1994 and May 1995).
SPONS. AGENCY- Office of Bilingual Education and Minority

expectations of Mexican Americans is limited, the findings suggest a trend of upward mobility projections and provide evidence that Mexican American youth, regardless of migrant background or sex, have high aspirations. Schools must respond to the needs of these youth with holistic intervention strategies that draw on the strengths of students, families, and communities. Contains 69 references. (SV)

ED 395 744   RC 020 609

Migrant Parent's Resource Guide to Understanding the Educational System: Secondary Level (7-12).
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 96
NOTE- 113p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Bilingual Education; College Bound Students; Graduation Requirements; Higher Education; *Migrant Education; Migrant Programs; Migrant Youth; Parent Materials; Parent School Relationship; Program Descriptions; Required Courses; *Secondary Education; Secondary School Students; Student Financial Aid; Student Promotion; *Student Records
IDENTIFIERS- *Migrant Education Program; *Texas

This resource guide assists migrant parents of secondary school students (grades 7-12) in understanding the educational system. The guide presents a compilation of information from an array of books, manuals, school documents, and ideas from migrant practitioners. The introduction overviews the Texas State Migrant Education Program, including successful efforts undertaken by the migrant education program, the seven areas of focus of the migrant education program, the identification of migrant students, the role of school personnel, steps for parents to take in addressing a concern, and information on the Family Educational Rights and Privacy Act of 1994. The second section includes explanations and general information regarding permanent cumulative records, academic achievement records, student assessment, progress reports, report cards, grade requirements, grade classification, high school graduation programs, subject courses, promotion and alternative programs to social promotion, and alternative means of credit accrual. The third section overviews bilingual education, including required programs for students of limited English proficiency, definitions of bilingual education and English as a Second Language (ESL), program goals and features, language categories, entry and placement criteria, and exit criteria. The fourth section covers postsecondary education, including degree options, financial assistance and scholarships specifically for migrant students, educational expenses, colleges and college entrance exams, and information specifically for college bound students. The remainder of the guide describes the New Generation System, an interstate information network for education and health care professionals serving migrant youth; the Texas Migrant Student Transfer Packet System; and late entry and early withdrawal policies. Includes a list of educational terms with Spanish translations. (LP)

ED 395 745   RC 020 615

support teaching and learning. The theme of this book is that teaching is practiced in a public arena and is a social activity governed by rules and norms. Chapter 1 outlines the concerns of teachers seeking professional development and their frustrations over wanting to change but not always achieving it. Chapter 2 describes a descriptive model of teacher development that arose from a 3-year research project and elaborates the key aspects of professional, personal, and social development. Chapter 3 discusses a social constructivist view as it relates to teacher development. Chapters 4 to 7 document, with the aid of illustrative data, the factors that helped the development of the teachers in the research project: feeling better about themselves as teachers; better learning; support, feedback, and reflection; knowing about the change process; and the use of anecdotes. Chapter 8 discusses the wider social influences on teaching and teacher development and the challenges of the educational contexts of teacher development. The final chapter highlights the challenges of the new model to policy makers, school management, teacher developers, and teachers. Contains 204 references. (JRH)

ED 395 764 SE 058 133

Hammerman, Elizabeth; Musial, Diann
Classroom 2061: Activity-Based Assessments in Science Integrated with Mathematics and Language Arts.
PUB DATE- 95
NOTE- 182p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Communication Skills; Elementary Secondary Education; Evaluation; *Interdisciplinary Approach; *Language Arts; Mathematical Concepts; *Mathematics Education; *Performance Based Assessment; Problem Solving; Science Activities; Science and Society; Science Process Skills; Scientific Literacy; Thinking Skills
IDENTIFIERS- *Alternative Assessment; Scoring Rubrics

This book contains a set of authentic performance assessments that offer students the opportunity to demonstrate knowledge and multiple science abilities through communication, problem solving, inventiveness, persistence, and curiosity. The specific knowledge and science abilities are drawn from those identified in Benchmarks for Science Literacy and other national standards for science and mathematics. Chapter 1 deals with science literacy, concept understanding, process skills, habits of mind, science-technology-society connections, and methods for teaching science. Chapter 2 discusses mathematical literacy and understanding, process skills, mathematics tools and techniques, communication skills, and implications for assessment in mathematics and language arts. Chapter 3 deals with the development of scoring rubrics for performance assessment including holistic scoring rubrics, generalized scoring rubrics, and analytic scoring rubrics. Chapter 4 offers a step-by-step analysis of each component of a prototypic performance assessment and discusses the design of integrated performance assessments. The prototypic performance assessments that comprise chapters 5 through 13 provide a variety of ways to assess students' concept understanding, process skill acquisition, habits of mind, and ability to make real-world connections. Contains five pages of references. (JRH)

ED 395 765 SE 058 140

(070),Books (010)
DESCRIPTORS- Affective Behavior; *Beliefs; Classroom Environment; *Cultural Influences; Elementary Secondary Education; *Environmental Influences; Mathematics Instruction; *Motivation

The purpose of this book is to bring together research and theory about motivation for mathematics from different perspectives. Chapters are included that present theory and research on the influence of gender, culture, the classroom environment, and curriculum on children's mathematical performance and motivation. Chapters are: (1) "Sociocultural and Motivational Contexts of Mathematics Learning for Diverse Students" (Laurie E. Hart & Martha Allexsaht-Snider); (2) "Beliefs, Motivation, and Achievement in Mathematics: A Cross-National Perspective" (David H. Uttal); (3) "Influential Factors in Student Motivation to Learn Mathematics: The Teacher and Classroom Culture" (Douglas A. Grouws & Linda O. Lembke); (4) "Constructivism and the Motivated Transfer of Skills" (Nithi Muthukrishna & John G. Borkowski); (5) "Metacognitive, Motivational, and Social Influences on Mathematics Strategy Use" (Martha Carr); (6) "Gender Differences in Mathematics Achievement: The Role of Motivation" (Judith L. Meece); (7) "Students' Beliefs About Knowing and Learning Mathematics: Implications for Motivation" (Peter Kloosterman); and (8) "Strategy Use, Motivation, and Math Achievement in High School Students" (Patricia A. Pokay). (MKR)

ED 395 785 SE 058 369

McGinnis, J. Randy; Watanabe, Tad
College Science and Mathematics Teaching Faculty Talk about Science and Mathematics: An Examination of the Role of Discourse in an Upper Elementary/Middle-Level Teacher Preparation Program.
SPONS. AGENCY- National Science Foundation, Arlington, VA.
PUB DATE- 8 Apr 96
NOTE- 53p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12, 1996).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Faculty; *Discourse Analysis; Higher Education; *Mathematics Teachers; Observation; *Science Teachers; *Teacher Attitudes

This research employs a mixed theoretical perspective drawing on elements from interactionism and social constructivism. In this study, a discourse analysis is performed on conversations among intra- and inter-institutional mathematics and science teaching faculty participating in reforming content classes for teacher candidates in the Maryland Collaborative for Teacher Preparation (MCTP), a National Science Foundation funded project. The goal of this study was to begin the process of painting a picture of the discourse landscape that higher education math and science teachers inhabit when the referent in their thinking is science and mathematics, two disciplines the MCTP project hopes to connect. The assumption is that this information will assist in understanding math and science teaching faculty's beliefs and actions taken in designing and teaching undergraduate teacher preparation science classes in which drawing connections between mathematics and science is a major goal. Discussion focuses on: (1) the comparison between the discourse on science and mathematics by mathematics/science content specialists versus mathematics/science methods

(ABLE) is to improve the undergraduate biology laboratory experience by promoting the development and dissemination of interesting, innovative, and reliable laboratory exercises. This proceedings volume contains 10 papers: "Investigating Fungi Which Cause Rot and Decay" (J. A Johnson); "Color Control in Shrimp" (M. J. O'Halloran); "Six Gamelike/Experimental Microcomputer Simulations" (R. J. Kosinski); "Principles of Allometry" (C. A. Goldman, R. R. Snell, J. J. Thomason, & D. B. Brown); "Strategies for Managing the Mastery-Based, Individualized Laboratory" (W. J. Mullin & J. Tidswell); "Molecular Genetic Analysis in Yeast" (D. D. Burke); "Computer-Aided Laboratory Instruction" (C. J. Schaap); "Using Dermatoglyphics from Down Syndrome and Class Populations to Study the Genetics of a Complex Trait" (T. Fogle); "Plant Tissue Culture Techniques" (L. Mineo); and "Culturing Experimental Organisms for Use in Teaching Biology" (R. O'Keefe). Appendix contains membership list. (MKR)

ED 395 807 SE 058 422

Goldman, Corey A., Ed.
Tested Studies for Laboratory Teaching. Proceedings of the Workshop/Conference of the Association for Biology Laboratory Education (ABLE) (12th, Springfield, Missouri, June 4-8, 1990). Volume 12.
PUB DATE- 91
NOTE- 218p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Biology; *College Science; Higher Education; Science Activities; Science Education; *Science Experiments; *Science Instruction; Teacher Workshops

The focus of the Association for Biology Laboratory Education (ABLE) is to improve the undergraduate biology laboratory experience by promoting the development and dissemination of interesting, innovative, and reliable laboratory exercises. This proceedings volume includes 13 papers: "Non-Radioactive DNA Hybridization Experiments for the Undergraduate Laboratory: The Southern Blot Analysis" (S. J. Karcher); "Inheritance of Aldehyde Oxidase in 'Drosophila melanogaster'" (J. G. Morgan & V. Finnerty); "Allometry in Biological Systems" (S. C. Trombulak); "Techniques in Karyology: The Bone Marrow Extraction Method" (D. K. Tolliver & L. W. Robbins); "Biological Assessment of Stream Quality" (M. V. Ball); "A Quantitative Enzyme Study Using Simple Equipment" (B. A. D. Nichols & L. B. Cholewiak); "How to Construct and Use a Dichotomous Key" (S. L. Timme); "Using Human Blood, Saliva, and Dental Caries in the Biology Teaching Laboratory" (C. L. Case); "Scientific Inquiry" (G. C. Boone); "A Practical Plan for Implementing Investigative Laboratories" (J. L. Dickey & R. J. Kosinski); "Science as Investigation: A First Majors Course Teaching the Process" (A. R. P. Journet); "Strengthening Biology Teaching by Working with the Local School System" (A. L. Karpala, D. D. Burke, & R. Williams); and "Photographic Techniques for the Field and Laboratory" (J. D. Slaughter). Appendices contain additional mini-workshops and ABLE membership list. (MKR)

ED 395 808 SE 058 423

Goldman, Corey A., Ed.
Tested Studies for Laboratory Teaching. Proceedings of the Workshop/Conference of the Association for Biology Laboratory

PUB TYPE- Numerical/Quantitative Data (110),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Academic Achievement; Curriculum; *Educational Environment; *Educational Trends; Elementary Secondary Education; Ethnic Groups; Higher Education; *Mathematics Education; *Science Education; Sex Differences; Tables (Data)
IDENTIFIERS- Reform Efforts

This document focuses on information regarding student proficiency, curricula, learning environments, and demographics at the elementary, secondary, and postsecondary level that has been gathered through 1993. The data presented here are extracted from existing studies and surveys of education. After an introductory chapter, chapter 2 provides an update on the achievement of students, looking at overall changes in achievement and differences by sex, race and ethnic origin, and region. Chapter 3 considers the characteristics of the elementary and secondary educational system, examining the adequacy of teachers, curricula, and resources in light of what the science and mathematics standards have presented as a guiding vision for science and mathematics instruction. Chapter 4 looks at postsecondary education and considers how well the system is producing students who are adequately prepared for the science, engineering, and technology workforce. Equity is examined in terms of scientific literacy and U.S. students are compared with students from other nations. Chapter 5 contains additional reflections on what the present system of indicators does not say. This chapter returns to policy issues and suggests critical themes that researchers should pursue in the future. A review of major reports recommending an indicator system for monitoring science and mathematics education is presented in the Postscript. Approximately 40 percent of the document consists of appendix tables corresponding to each chapter. (JRH)

ED 395 828 SE 058 588

Otto, Paul B., Ed.
Eisenhower Focused Initiative K-12 Mathematics and Science Symposium. Proceedings.
SPONS. AGENCY- Eisenhower Program for Mathematics and Science Education (ED), Washington, DC.
PUB DATE- Oct 95
NOTE- 62p.; The University of South Dakota Mathematics and Science Symposium (2nd, Vermillion, SD, October 27-28, 1995).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Childrens Literature; *Educational Change; Elementary Secondary Education; Folk Culture; Interdisciplinary Approach; Laboratories; *Mathematics Education; Meteorology; Parent Participation; Problem Solving; Science and Society; *Science Education; Technology
IDENTIFIERS- *Reform Efforts

The purpose of this symposium was to provide a forum for the interchange of state of the art mathematics and science education teaching in two Southeast South Dakota National Science Foundation Statewide Systemic Initiative projects. Presentations include: (1) "To Get This Car Moving, We Will Have to Put It in Gear" (Delmar Janke); (2) "Math Change: More Than Pennies, Nickels, and Dimes" (William Tomhave); (3) "When the Night has a Fever, It Cries in the Morning: Weather Folklore in the Science Classroom" (Lana Danielson); (4) "Tablecloth Mathematics: Create, Conjecture, Cost" (Roger Parsons); (5) "Labs: They Aren't Just for Science Anymore"

Lorrain); (3) "Louis XVI Saying Farewell to His Family" (Mather Brown); (4) "Hairdresser's Window" (John Sloan); (5) "The Young Lady With a Shiner" (Norman Rockwell): (6) "Sunbather" (Duane Hanson); (7) "The Painter" (Pablo Picasso); (8) "SHE-BA" (Romare Bearden); (9) "The Lawrence Tree" (Georgia O'Keeffe); and (10) "Apparition of Face and Fruit Dish on a Beach" (Salvador Dali). (MM)

ED 395 850 SO 025 719

Jones, K. Maurice
Say It Loud! The Story of Rap Music.
PUB DATE- 94
NOTE- 128p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adolescents; *Black Culture; Black History; Cultural Influences; *Music; Music Appreciation; Music Education; Popular Culture; Secondary Education
IDENTIFIERS- *Music History; *Rap Music

Rap, a popular music that emerged in the United States during the 1980s and 90s, is described as a creation of young African American culture. It belongs to a centuries old legacy of using language creatively in everyday life. The roots of the music are seen as part of the African-American oral and musical traditions that encompass the hidden messages of slave folktales, the call and response of the Black church, the joy and pain of the blues, the jive talk and slang of disc jockeys and jazz musicians, the boasting of street talk, the wit of comedians, and the eloquence of Black activists. Rap shares West Africa as a common place of origin. After a Prologue, "Young Lions of America", the work is organized into seven chapters and an epilogue. These are Chapter 1, "The Roots of Rap"; Chapter 2, "Get On Up: The Rise of African-American Culture"; Chapter 3, "Back in the Day"; Chapter 4, "The Message Spreads"; Chapter 5, "Roots, Culture, Free Speech, and Technology"; Chapter 6, "Stylin' and Profilin'"; Chapter 7, "Global Rap: Hip Hop Rules"; and "Epilogue: Young Lions Return." These sections are followed by: "Notes"; "A Glossary of Hip-Hop Terms"; "Discography"; "Further Reading", and an "Index." (MM)

ED 395 851 SO 025 744

Kauppinen, Heta, Ed.; Diket, Read, Ed.
Trends in Art Education from Diverse Cultures.
PUB DATE- 95
NOTE- 209p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020),Historical Materials (060),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Art Education; *Cross Cultural Studies; Cultural Context; Cultural Influences; *Educational History; Educational Practices; *Educational Trends; Elementary Secondary Education; Foreign Countries; Visual Arts
IDENTIFIERS- Asia; Europe; South America

This anthology brings together art educators from 21 countries to provide information about the past record of art education along with recent developments and future prospects. In "Part

DESCRIPTORS- Area Studies; *Art Education; Educational Research; Elementary Secondary Education; Higher Education; *Historiography; Oral History; Research Methodology

This monograph seeks to encourage individuals to undertake historical research of art education. Divided into two broad categories ("Resources" and "Conceptual Foundation"), the essays provide introductory guidance on both mechanical and theoretical aspects of research for the new art education historical researcher. The seven works include: (1) "Archives and Their Role in Art Education Research" (Jerry Morris; Ralph Raunft), a basic explanation of resources; (2) "Oral History: Recording Teaching Folklore and Folkways" (Mary Stokrocki), a combination of theory and "how-to-do-it" on oral history; (3) "History of Art Education Associations" (John Michael), a personal account of the organization and production of a coherent history for non-academic readers; (4) "Looking Back on Twenty Years of Graduate Students' Historical Research" (Diana Korzenik), musings on the tasks of students finding their materials; (5) "Matters of Choice: Historical Inquiry in Art Education" (Paul Bolin), advice about the need for conceptualizing the research process; (6) "So What: Interpretation in Art Education History" (Mary Ann Stankiewicz), theoretical synthesis and analysis; and (7) "Historical Research Methods for Art Educators" (Arthur Efland), general insights on how to think about the task of the historian and on the weaknesses of history written without concern for context. The introduction includes a defense of the need for art education historians, and for these historians to give art educators a sense of their own role in the world and how it grew to be what it is. (DQE)

ED 395 871 SO 026 360

Stokrocki, Mary, Ed.
New Waves of Research in Art Education.
SPONS. AGENCY- Seminar for Research in Art Education.
PUB DATE- 95
NOTE- 125p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Art Education; *Educational Research; Elementary Secondary Education; Hermeneutics; Higher Education; Inquiry; Phenomenology; Research Design; *Research Needs; *Research Proposals; *Visual Arts

This monograph maintains that qualitative methods in research are no longer alternatives, but accepted practice in many research institutions. Consequently, the purpose of this anthology is to continue the search into "the forms of things unknown" and to re-examine those that are known by offering examples of new waves in research, based on alternatives suggested by Ken Beittel and others, but widening the focus and organizing according to research approaches to a variety of aspects of art education. These include the processes of cross-cultural interpreting (hermeneutics), investigating perception in practice, aesthetic decision-making, understanding the nature of art imagery/emotion/mood, reflecting on classical feminism in art (phenomenological), examining the concept of art giftedness and talent (paradigm research), re-defining art appreciation education (theoretical/philosophical), analyzing representations of old age (dialectical illumination), measuring mastery in art (spatial testing), assessing artistic leaning through student portfolios in the classroom (action

Island College. Materials listed include those books, curriculum guides, media kits, student texts and workbooks, and professional texts which deal directly with the various laws that have an impact upon education and/or the operation of the general legal system itself. Not included are materials that deal with the "structures" of the system, i.e. the various legislative branches of government, except for the court system which is covered. A list of resource organizations and libraries is provided at the end of the guide. (LH)

ED 395 893 SO 026 654

Campbell, Ann
History through Art and Architecture: Ancient Greek Architecture and Ancient Greek Sculpture. Teacher's Manual.
PUB DATE- 80
NOTE- 98p.; Videotape and poster not available from ERIC.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Ancient History; *Architecture; *Art Education; *Art History; Foreign Countries; Greek Civilization; Instructional Materials; *Sculpture; Secondary Education; Visual Arts
IDENTIFIERS- Acropolis; Greece; *Greek Architecture; Greek Art; Parthenon; Vases

This document consists of two teaching manuals designed to accompany a commercially-available "multicultural, interdisciplinary video program," consisting of four still videotape programs (72 minutes, 226 frames), one teaching poster, and these two manuals. "Teacher's Manual: Ancient Greek Architecture" covers: "Ancient Greek Architecture 1," which looks at early column styles, structures of the Acropolis, and architectural features of the Parthenon; and "Ancient Greek Architecture 2," which presents frieze and relief sculpture, the Propylaea, the Temple of Athena Nike, the Erechtheum, and mature column styles. "Teacher's Manual: Ancient Greek Sculpture" presents "Painting and Sculpture 1," which examines archaic exemplars from Crete and Greece, including Kouros, Kore, Geometric and Black Figure Style vases, and Severe Style figures; and "Painting and Sculpture 2," which examines exemplars of Classical and Hellenistic style. The teaching manuals include scripts of the filmstrips, suggested student activities, discussion guides, reproducible student worksheets, quizzes with answer guides, glossaries, and bibliographies. (MM)

ED 395 894 SO 026 656

Carnes, Jim; Roberson, Houston
The Shadow of Hate: A History of Intolerance in America. Student Text ("Us and Them") and Teacher's Guide.
PUB DATE- 95
NOTE- 169p.; Videotape not available from ERIC.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Case Studies; *Ethnic Discrimination; Minority Groups; Personal Narratives; *Racial Discrimination; *Religious Discrimination; Secondary Education; *Social Discrimination; United States History
IDENTIFIERS- Hate; Hate Crime

a "real world" setting through optimal field placements. A review of the literature on the relationship of the preservice teacher and the cooperating teacher revealed that while serving as a cooperating teacher provided its own tensions, it also was an important professional development opportunity for the cooperating teacher. The document focuses on a highly successful 8-week preservice placement involving Mary, the cooperating teacher with more than 25 years of experience; Ann, the preservice teacher; and the university supervisor. The study also looks at the use of "whole language" method of teaching reading. Mary had little background in whole language, while Ann brought a substantial theoretical background in the method. The placement gave Ann the opportunity to apply the whole language method in a real-life situation and to get feedback and support from an experienced teacher in a collegial setting. Ann reported that though she was initially nervous about being the information provider, Mary's encouragement and eagerness to learn gave her the confidence to experiment with the whole language approach. Mary was enthusiastic about learning a new way of teaching and stressed the importance of watching Ann model the teaching; she appreciated the benefit of collaboration in developing ideas. Findings suggested that the more familiar supervisors are with what preservice teachers have learned in their classes, the better they can help and support both cooperating teachers and preservice teachers. (Contains 16 references.) (ND)

ED 395 910 SP 036 709

Cole, Donna J.; And Others
A Professional Year Program Pilot: Designed To Empower Educators in School Renewal.
PUB DATE- Feb 96
NOTE- 46p.; Paper presented at the Annual Meeting of the Association of Teacher Educators (76th, St. Louis, MO, February 24-28, 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College School Cooperation; Cooperating Teachers; Educational Improvement; Elementary Secondary Education; Faculty Development; *Field Experience Programs; Higher Education; *Partnerships in Education; *Pilot Projects; Preschool Education; Preservice Teacher Education; *Professional Development Schools; School Community Relationship; School Districts; Student Teachers; Student Teacher Supervisors; *Teacher Interns
IDENTIFIERS- *Wright State University OH

"Partners Transforming Education: School-University-Community," is a project of the Wright State University College of Education and Human Services (Ohio). The model brings together representatives of the PreK-12 sector, the university at large, and the community to work collaboratively in building a program that will prepare more qualified teachers and renew PreK-12 and higher education faculties and administrators. The Professional Year Pilot Program (PYP), conducted with the Fairborn (Ohio) City School District, is a key element in the program. Following an initial workshop, 25 interns were selected to participate in the PYP class, which began in the 1995 summer term with two academic courses and limited field experience. Students spent the fall primarily at the district schools; three of the four academic courses were taught cooperatively in experiences of teacher educators and their practice as professionals. Elements of the teacher's life and work were explored in relation to three themes which link her pedagogy with her personal history: the role of context in facilitating educative experiences; self-directed and shared responsibility for learning; and perspectives on knowing, teaching, and learning. This descriptive exploration provides the context for a discussion of some issues and dilemmas faced by teacher educator-researchers who engage in autobiographical, self-study research. The dual role of self-study as a form of professional development and as a research vehicle for enhancing understanding of university teacher educators and their work is considered. (Contains 12 references.) (JPB)

ED 395 928 SP 036 772

Pedras, Melvin J.; And Others
Making Connections: A Cultural Experience for Preservice Teachers in a Predominately Single-Culture Environment.
PUB DATE- 96
NOTE- 34p.; Paper presented at the Annual Meeting of the Northwest Association of Teacher Educators (Coeur d'Alene, ID, April 17-19, 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- American Indians; *College School Cooperation; *Cross Cultural Training; *Cultural Awareness; Elementary Secondary Education; *Field Experience Programs; Higher Education; Multicultural Education; *Preservice Teacher Education; School Districts; Teacher Education Curriculum
IDENTIFIERS- Native Americans; Preservice Teachers; University of Idaho

The University of Idaho (UI) faculty and Lapwai School District (Idaho) personnel engaged in a joint effort to help teacher education students to experience working with students of diverse cultures. The project consisted of two parts: a formal introduction to teaching course and a multicultural field experience. The goals were to: (1) increase the awareness of current teacher education students of diverse cultures; (2) enhance knowledge of teaching and learning through cultural diversity; (3) encourage public school students to consider teaching as a career; and (4) develop a partnership between UI education faculty and public school colleagues. The impact of the Lapwai Project on the attitudes of 26 teacher education students toward other cultures was assessed through a questionnaire. The data suggested that many students entering the teacher education program of the University of Idaho had little or no awareness of the needs of the modern multicultural classroom. Some stereotypical opinions may impede the understanding of diversity and how it can be used to improve teaching and learning. The data also suggested that teacher education students do change their opinions after working in schools with concentrations of minorities, especially Native American students. Attitudes were much more positive after students completed their clinical experience. The efforts of this project and several other similar projects within the College of Education have had a major impact on student teaching placements. An appendix of materials developed for students involved in the Lapwai Project is included, containing suggestions for classroom observation and participation, an evaluation form to be completed by the supervising teacher, and

Construction; *Test Format; Test Items
IDENTIFIERS- *Equivalence Formation; Graphic Representation; *Scholastic Aptitude Test; Standard Deviation

A procedure for checking the score equivalence of nearly identical editions of a test is described. The procedure employs the standard error of equating (SEE) and utilizes graphical representation of score conversion deviation from the identity function in standard error units. Two illustrations of the procedure involving Scholastic Aptitude Test (SAT) data are presented. Results from this kind of analysis could have implications for equating practices and test assembly. If the two versions of the operational SAT test had differed by more than two SEEs, it might have been necessary to compute separate equating functions for each order and to consider taking an average of the two functions or using separate functions for each order depending on the practical consequences of the option. If the equating function for one or more of the item orders had been shown to differ by more than two SEEs, then test assemblers would have been alerted to the fact that item order affects test properties and that item order needs to be taken into account when assembling tests. (Contains two figures, two tables, and four references.) (Author/SLD)

ED 395 948 TM 025 015

Chaplin, Miriam T.
A Comparative Analysis of Writing Features Used by Selected Black and White Students in the National Assessment of Educational Progress and the New Jersey High School Proficiency Test.
PUB DATE- Aug 88
NOTE- 96p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Black Students; *Classification; Comparative Analysis; Grade 8; Grade 9; High School Students; Imagination; Junior High School Students; Narration; National Surveys; Persuasive Discourse; *Racial Differences; Secondary Education; Student Attitudes; Urban Schools; *White Students; *Writing (Composition); Writing Achievement; Writing Evaluation
IDENTIFIERS- *National Assessment of Educational Progress; *New Jersey High School Proficiency Test

A study was conducted to identify and analyze the writing strategies of eighth- and ninth-grade black and white students on the 1983-84 National Assessment of Educational Progress (NAEP). Black students, who were from an urban area in New Jersey, had also taken the New Jersey High School Proficiency Test (NJHSPT). Following an initial study that examined test booklets, some completed by students known to be black, a classification scheme was developed to identify and analyze features in the students' essays. Classification techniques were refined through successive samples of NAEP and NJHSPT essays, for a total of 375. Data were analyzed across four modes of writing: imaginative, informative, persuasive, and narrative. There were differences between essays written by black and white students, but the differences were more quantitative than qualitative. Both groups used most of the same features, but fewer black students than white students used the features effectively. For black students in particular, the imaginative and narrative essays drew more enthusiastic responses and were written in a more engaging manner than the informative and persuasive essays. They were more likely to show enthusiasm for writing, but at the same time, they were more likely to reveal students' deficiencies in

PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- College Entrance Examinations; *Females; Higher Education; *Item Bias; *Males; Reading Comprehension; *Reading Tests; *Sciences; *Scores; Technical Writing; Verbal Tests
IDENTIFIERS- *Scholastic Aptitude Test

This study was conducted to attempt to verify findings from an earlier study by I. M. Lawrence, W. E. Curley, and F. J. McHale (1988) in which differential item functioning (DIF) was examined for females on Reading subscore items from four forms of the Scholastic Aptitude Test-Verbal (SAT-V). The specific focus of this research was on verifying the technical science hypothesis as a contributing factor to DIF for females on science reading comprehension questions and the true-science classification as a contributing factor to DIF for females on sentence completion items. The total male sample for 3 SAT forms was 311,517 and the total female sample was 357,941. Confirmatory evidence for the factors identified in the earlier study is not clear-cut in this study. For reading comprehension items, the presence of technical science material in a reading passage tends to make the corresponding items more difficult for females. However, some items associated with highly technical passages do not function differently for males and females. With respect to sentence completion items, there was partial support for the hypothesis that true-science items are more difficult for females. However, the limited number of items studied does not warrant statements about the differential functioning of sentence completion items. An appendix contains some sample technical science reading comprehension items. (Contains six figures, seven tables, and two references.) (Author/SLD)

ED 395 970 TM 025 108

Martinez, Michael E.
Gender Differences in Science Interest.
PUB DATE- May 89
NOTE- 24p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Career Choice; *Experiments; Females; Junior High Schools; Males; Middle Schools; Participation; Science Education; *Science Interests; Sciences; *Sex Differences; *Student Motivation
IDENTIFIERS- *Middle School Students

Males are more likely than females to aspire to and attain careers in science. This pattern might be attributed to differences in the appeal of school science to boys and girls. In this study, 114 middle school students in grades 7 and 8 carried out versions of science experiments that differed in their motivational appeal. Findings showed that boys were more attentive to aspects of science experiments that elicit perceptions of control, whereas girls were more attentive to social aspects. Further, attempts to enhance the interest value of science experiments were found to be more effective for girls than boys. Motivational enhancement of science experiments was found to affect subsequent choices to participate in science experiments. An appendix discusses modifications to the experiment procedure. (Contains 2 tables, 3 figures, and 12 references.) (Author/SLD)

ED 395 971 TM 025 109

Emmerich, Walter

employment could become a contributor to youth development. (SLD)

ED 395 989 TM 025 183

Yu, Chong Ho; And Others
Identification of Misconceptions in the Central Limit Theorem and Related Concepts and Evaluation of Computer Media as a Remedial Tool.
PUB DATE- 19 Apr 95
NOTE- 15p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 18-22, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Simulation; *Computer Software; Hypothesis Testing; *Identification; *Sampling; Statistical Analysis; *Statistical Distributions
IDENTIFIERS- *Central Limit Theorem; *Misinterpretation

Central limit theorem (CLT) is considered an important topic in statistics, because it serves as the basis for subsequent learning in other crucial concepts such as hypothesis testing and power analysis. There is an increasing popularity in using dynamic computer software for illustrating CLT. Graphical displays do not necessarily clear up misconceptions related to this theorem. Many interactive computer simulations allow users to explore the programs in a "what-if" manner. However, users may further build up other misconceptions when they start with unclear concepts of the components that contribute to CLT. This paper analyzes common misconceptions in each component of CLT and evaluates the appropriateness of use of computer simulation. CLT states that a sampling distribution, which is the distribution of the means of random samples drawn from a population, becomes closer to normality as the sample size increases, regardless of the shape of the distribution. Misconceptions are found about the following areas: (1) randomness and random sampling; (2) relationships among sample, population, and sampling distribution; (3) normality; (4) parameters of the sampling distribution; and (5) relationships between the sampling distribution and hypothesis testing. (Contains 31 references.) (Author/SLD)

ED 395 990 TM 025 184

Sireci, Stephen G.
Problems and Issues in Linking Assessment across Languages.
PUB DATE- 27 Oct 95
NOTE- 20p.; Paper presented at the Annual Meeting of the Northeastern Educational Research Association (Ellenville, NY, October 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Bilingualism; *Educational Assessment; *Equated Scores; Intercultural Communication; *Item Response Theory; *Second Languages; *Test Construction; Test Format; Translation
IDENTIFIERS- Experts; *Language Minorities; Linking Metrics

Test developers continue to struggle with the technical and logistical problems inherent in assessing achievement across different languages. Many testing programs offer separate language versions of a test to evaluate the achievement of not lead their children to think it is acceptable to be violent. The best thing parents can do is to teach their children to be nonviolent by example. Children should be helped to learn methods to control personal anger and to think beforehand of the consequences of their actions. Respect for others; rejection of racial, social, religious, and sexual bias; and willingness to compromise contribute to nonviolent resolution of conflicts. (SLD)

ED 396 009 UD 030 949

Schwartz, Wendy
A Guide to Community Programs To Prevent Youth Violence. For Parents/about Parents.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 95
NOTE- 5p.; Information in the guide was drawn from the October 1994 (volume 94, number 4, part 2) special theme issue of "Pediatrics," the journal of the American Academy of Pediatrics, devoted to the role of the pediatrician in violence prevention. For related documents, see UD 030 946-958.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Community Programs; *Conflict Resolution; Crime; Curriculum; Elementary Secondary Education; *Prevention; Program Effectiveness; Recreational Activities; *Training; *Violence; *Youth Programs
IDENTIFIERS- *Mediation; Multidimensional Approach

Although learning the value of being nonviolent at home is very important, school and community programs are also valuable, because participants can work together to prevent violence in their neighborhoods and can help each other avoid violence. Education programs can include conflict resolution and mediation training as school courses. Crime prevention and law-related education help young people reduce their chances of becoming victims of crime or perpetrators themselves. Programs to teach youth about the dangers of guns and gun safety are new, and little research has demonstrated their effectiveness, but it is probable that such programs are useful. Life skills training also can help young people learn how to avoid conflict. Recreation programs by themselves are not enough to prevent youth violence, but they can help control tensions in the community and be a valuable addition to education programs. Even though many violence prevention strategies are effective alone, their value is greater when they are combined. Multi-intervention programs add to education and recreation programs in addressing youth violence. (SLD)

ED 396 010 UD 030 950

Schwartz, Wendy
A Guide to Computer Learning in Your Child's School. For Parents/about Parents.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 95
NOTE- 5p.; Based on "Computers and Opportunities for Literacy Development" and "Technology as a Tool for Urban Classrooms,"

EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Attitudes; Beliefs; Childrens Literature; Classification; Elementary Secondary Education; *Ethnic Groups; *Ethnocentrism; Ideology; *Multicultural Education; *Racial Bias; Racial Differences; Racial Discrimination; *School Desegregation
IDENTIFIERS- *Institutional Racism; *Political Correctness

Racism can be defined as any attitude, belief, behavior, or institutional arrangement that favors one race or ethnic group over another. This discussion of racism for young people defines attitudinal racism, ideological racism, individual or group discrimination, and institutional racism as four aspects of racism in the United States. While some scientists have abandoned the idea of classifying human beings into races, the average person continues to identify himself or herself and others as members of a particular race. This type of classification has been in effect throughout history, and continues, in spite of advances in civil rights, today. More subtle than overt racism is the institutional racism that society's structures have established and often maintain. Efforts to desegregate the school system have reduced some manifestations of institutional racism, and research indicates that schools in the past 20 years have been very successful in teaching children that it is wrong to judge people based on the color of their skin. Debates over multicultural education, ethnocentrism, political correctness, and racism are becoming more open, and must be considered by every person interested in reducing racism in the United States. (Contains a list of nine books for further reading.) (SLD)

ED 396 028   UD 030 969

Banfield, Susan
Ethnic Conflicts in Schools. Multicultural Issues.
PUB DATE- 95
NOTE- 104p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Childrens Literature; *Conflict; Conflict Resolution; *Cultural Awareness; Cultural Differences; Economic Factors; Educational Attainment; *Educational Environment; Elementary Secondary Education; *Ethnic Groups; Minority Groups; Political Influences; *Racial Differences; United States History; Urban Schools
IDENTIFIERS- Language Minorities

This book for young readers explores ethnic conflict in the schools. Public schools in the United States are among some of the places where members of a country's different ethnic and racial groups are brought together and required to work together more closely. A racial group is a group of people who share certain physical traits and often share a common history and culture. An ethnic group is one whose members are bound together by a shared history, culture, nationality, or religion. The United States has a long history of tensions between racial and ethnic groups, exacerbated by refusal to accept difference, whether of skin color or of language. Racial and ethnic conflict is becoming more common in schools. The largest causes are prejudice based on negative ideas about the group and distrust based on differences. Economic factors, politics, and lack of education also contribute. Avoiding and resolving conflict in the schools is difficult, but not impossible. Many tested techniques are available, and, as two books and the course lectures. A questionnaire was distributed to the students after the course. Both students and tutors found the conference interaction to be constructive and beneficial and a majority of the students found the group discussion to be an effective and motivating mode of study. The discussions were found to be relevant for practicing argumentation. The results reflect the suitability of computer conferencing for higher education. Six tables present students' perceptions of the computer conferencing and the advantages and disadvantages of computer conferencing. (Contains 21 references.) (AEF)

ED 395 580 IR 017 892

Marttunen, Miika
Practising Argumentation through Computer Conferencing.
PUB DATE- 94
NOTE- 16p.; Paper presented at the International Conference on Argumentation (3rd, Amsterdam, Holland, June 21-24, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Computer Mediated Communication; Electronic Mail; Foreign Countries; *Group Discussion; Higher Education; Introductory Courses; *Learner Controlled Instruction; *Persuasive Discourse; *Teleconferencing; Tutors; Undergraduate Students
IDENTIFIERS- *University of Jyvaskyla (Finland)

In this study, computer conferencing was applied in the field of university-level social studies and education to examine: (1) the extent to which it is possible to promote students' argumentation skills through computer conferencing; and (2) whether a tutor-led seminar mode or a student-led discussion mode is a more appropriate way to practice argumentation in a computer conference. Subjects consisted of 224 students taking an introductory course in the sociology of education at the University of Jyvaskyla, Finland. Four computer conference groups with eight students in each were established: two engaged in the seminar mode and two in the discussion mode of conferencing. Two tutors were also employed. The remaining 193 students formed a comparison group and engaged in traditional self-study. Findings indicating better results among the computer conferencing students suggest that conferencing is an appropriate way to practice argumentation and promote the students' argumentation skills. In addition, the results indicating better scores among the discussion mode of computer conferencing suggest that the student-led discussion mode of conferencing is more appropriate for practicing argumentation than the tutor-led seminar mode. (Contains 32 references.) (AEF)

ED 395 581 IR 055 860

Nitecki, Joseph Z.
On the Issue of a Philosophy in Polish Library Information Science. A Summary of Interviews with Some Leading Scholars. Preliminary Report.
PUB DATE- 96
NOTE- 117p.
LANGUAGE- English; Polish
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Historical Materials (060),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Academic Libraries; Cultural Influences; Foreign Countries; Government Role; Higher Education; Information

and policies for dealing with law enforcement inquiries, materials selection questions, reconsideration requests, and unequal access. The texts of some relevant federal and state laws are provided. A bibliography lists 52 information sources. Appendices include: (1) New York Library Association forms, including a self-censorship quiz, membership applications, an incident report form, and a formal request for assistance; (2) three sample policies, one each from an academic, public, and school library in New York State; and (3) American Library Association policy documents, including, among other things, the Freedom to Read Statement and the Library Bill of Rights. (BEW)

ED 395 600 IR 055 915

Massis, Bruce Edward, Ed.
Serving Print Disabled Library Patrons: A Textbook for Facilitators of Library Service to People with Visual or Physical Impairments.
PUB DATE- 96
NOTE- 182p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reference Materials - General (130)
DESCRIPTORS- Academic Libraries; Access to Information; Higher Education; *Information Technology; Librarians; *Library Services; *Nonprint Media; *Physical Disabilities; Professional Development; Public Libraries; Training; *User Needs (Information); *Visual Impairments

University and public librarians faced with an increasing demand for reading materials in alternate formats need to develop the skills required in providing adequate library service to people with visual or physical impairments. This work, written by library professionals, is intended as a basic reference source which librarians in training can use to study the fundamental needs of patrons who are not well served by the print medium and to consider the materials available for these patrons who will require their assistance. The book is divided into six sections: (1) "Education and Training"; (2) "Accessing the Library"; (3) "Services to Students"; (4) "The Impact of Technology"; (5) "Production Practices"; and (6) "Awareness Issues for Librarians." An appendix discusses national standards for libraries serving people with print impairments. A glossary is also provided. (Author/AEF)

ED 395 601 IR 055 916

Sheridan, Jean, Ed.
Writing-Across-the-Curriculum and the Academic Library: A Guide for Librarians, Instructors, and Writing Program Directors.
PUB DATE- 95
NOTE- 240p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Descriptive (Program/Project Descriptions) (141),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Academic Libraries; Assignments; Case Studies; Educational Change; Higher Education; Interdisciplinary

(141)
DESCRIPTORS- Branch Libraries; Community Colleges; Contracts; *Cooperative Programs; *Distance Education; *Facility Guidelines; Government School Relationship; *Partnerships in Education; Rural Areas; *Satellite Facilities; School Community Relationship; *Shared Resources and Services; Two Year Colleges
IDENTIFIERS- *Arizona (Page); Coconino Community College AZ

In an effort to develop a "one-stop learning center" to provide educational and library services to a remote community in northern Arizona, Coconino Community College (CCC), Northern Arizona University (NAU), and the City of Page have collaborated to create a CCC satellite campus in Page. The new facility will allow CCC to serve more than 600 students, provide more day and night classes, and expand student service resources to meet growing demands for educational services in a cost-effective manner. In the cooperative effort, the city donated approximately 25 acres of land for the project; NAU will install its computerized library database; and CCC will equip the library, supplement the city library's acquisitions efforts and services, and construct the library building. The instructional space of the facility will consist of traditional and interactive instructional television classrooms, vocational and technical laboratories, an art laboratory, a large multi-purpose lecture classroom, and science and computer laboratories. The student support services will include a learning enhancement center, an English as a Second Language lab, and a student lounge area. Includes a report on educational specifications for the campus and the intergovernmental agreement between the CCC District and City of Page. (TGI)

ED 395 619 JC 960 370

Katsinas, Stephen G.
Service Is the Key: Reflections on Community College Education.
PUB DATE- 13 Apr 96
NOTE- 14p.; Paper presented at the Annual Conference of the Council of Universities and Colleges (Atlanta, GA, April 13, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Agency Role; *Community Colleges; Educational Cooperation; Educational Research; Educational Researchers; *Postsecondary Education as a Field of Study; Professional Associations; *Program Improvement; *Research Needs; *Schools of Education; Two Year Colleges
IDENTIFIERS- Council of Universities and Colleges

Despite the growing contributions of community college institutes and associations to educational research, most university-based colleges of education still minimize the value of this research and often contain only one professor whose primary interest and/or expertise is community colleges. To address this issue, researchers should make efforts to raise the visibility of community college research within colleges of education by conducting research on essential characteristics and purposes of the colleges. In addition, colleges of education should be educated on the service mission of community college researchers. The key to improving the status of community college research is to place a primary emphasis on service and view teaching and research as vehicles to accomplish that service. Larger community college research programs, those with

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Administrator Role; College Administration; Community Colleges; Employee Attitudes; Incentives; *Job Performance; *Morale; *Organizational Climate; Positive Reinforcement; Praise; *Professional Recognition; Rewards; *Staff Development; Teamwork; Two Year Colleges

This three-part pamphlet presents 52 ideas contributed by 19 administrators at California community colleges for boosting the morale and performance of college administrators and staff. Following a list of contributors, the first part provides 39 suggestions for acknowledging contributions and encouraging staff members, including writing short notes expressing thanks, using employee ideas for meeting agendas, knowing the names of employees, giving small gifts, organizing a free lunch or potluck, and selecting employees of the month. The second part provides three methods for praising employees, including giving out personalized notes from administrators to express acknowledgment and thanks and presenting thank you certificates and awards of excellence from the college. The third part describes 10 case studies of techniques used by community colleges in California to improve employee morale and performance, including the following: (1) the use of annual retreats and a full staff meeting every 2 months at Los Angeles City College to develop shared goals and specific policies; (2) the use of personality, learning, and other assessment instruments at Ventura College to facilitate communication and self-esteem among staff; and (3) a colloquium of 57 staff, faculty, and administrators organized by Cypress College to develop new ideas and strategies. (TGI)

ED 395 637 JC 960 391

National Science Foundation Activities in Support of Two-Year College Science, Mathematics, Engineering, and Technology Education. Fiscal Year 1995 Highlights.
PUB DATE- 16 Feb 96
NOTE- 78p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Community Colleges; Educational Finance; Educational Innovation; *Engineering Education; Financial Support; *Grants; Human Resources; Labor Force Development; *Mathematics Education; *Science Education; Technological Literacy; *Technology Education; *Two Year Colleges; Undergraduate Study
IDENTIFIERS- *National Science Foundation

From 1993 to 1995, the National Science Foundation (NSF) support for two-year colleges increased from about $7.6 million to $35.1 million. This report describes NSF activities in support of two-year college science, mathematics, engineering, and technology education for fiscal year (FY) 1995. Following an introduction and overview, including tables showing the levels of two-year college support by NSF division for 1993 to 1995, the first section provides information on leadership and outreach activities undertaken by the Education and Human Resources (EHR) division, including workshops related to environmental technician education and ethics and biotechnology, a community college day and President's meeting at the NSF, preparation of a guide to coalition building, a

(150),Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Administrative Change; Day Care; *Day Care Centers; Early Childhood Education; Educational Quality; Foreign Countries; *Organizational Change

IDENTIFIERS- Child Care Costs; Data Envelopment Analysis; *Early Childhood Environment Rating Scale; Sweden; Sweden (Skovde)

This paper describes the Skovde Project to be implemented in day care centers in Skovde, Sweden. The purpose of this project is to identify the current quality of care in day care centers and to examine the impact of upcoming decentralized organization of the centers and a more flexible child care levy system on the effectiveness of resource use and the quality of care. The organizational changes include an increase in the size of children's groups in the centers, a decrease in staff density, and an increase in the number of centers managed by each day care manager. The Early Childhood Environment Rating Scale (ECERS) will be used to measure day care quality on a pre-post basis. Parental and staff ratings of quality will also be obtained through questionnaires. Pretest measures were obtained in the spring prior to the fall introduction of the organizational changes. The Data Envelopment Analysis method will be used to conduct a cost analysis to identify efficiency of resource use. Because the instruments used in this study are identical to those of similar day care studies in Goteborg and Lerum, Sweden, it will be possible to obtain a broader picture of the current state of child care in Sweden. (KDFB)

ED 395 655   PS 023 979

Calder, Pamela

Using the Early Childhood Environment Rating Scale as a Measure To Make Cross-National Evaluations of Quality: Advantages and Limitations.

PUB DATE- Sep 95

NOTE- 18p.; Paper presented at the European Conference on the Quality of Early Childhood Education (5th, Paris, France, September 7-9, 1995).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Classroom Environment; *Cross Cultural Studies; Day Care; Day Care Centers; Early Childhood Education; *Educational Environment; Educational Quality; Foreign Countries; Nursery Schools; *Testing Problems; *Test Validity

IDENTIFIERS- *Early Childhood Environment Rating Scale; Italy; Quality Indicators; Spain; Sweden; United States

This research report explores the extent to which the Early Childhood Environment Rating Scale (ECERS) (Harms and Clifford, 1980) remains a valid instrument when used to make cross-national comparisons of quality, and the advantages and disadvantages of using ECERS for this purpose. ECERS was developed to be used by a trained observer to rate the quality of early childhood settings. The majority of studies using this rating scale have been carried out in North America by American investigators, but ECERS is now beginning to be used by researchers in other countries. Some researchers have expressed reservations about its appropriateness for early childhood settings which are different from the settings for which it was developed. In this study, ECERS was used as part of a qualitative investigation into nursery provision and practice between 1990 and 1994 in four countries: the United States (New York City), Spain (Barcelona), Italy (Arezzo), and Sweden (Harnosand). Major findings include: large variability in descriptions and "career paths" for HCTF staff are included. Appendices include a listing of HCTF members, job elements for various positions, and a table of qualifications and educational preparation for the position of Health Coordinator. (BGC)

ED 395 674 PS 024 212

Head Start Policy Manual 70.2: The Parents = El Papel de los Padres en Head Start.
PUB DATE- 10 Aug 70
NOTE- 47p.
LANGUAGE- English; Spanish
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Legal/Legislative/Regulatory Materials (090),Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Cooperative Planning; *Decision Making; Educational Policy; Family Influence; Family Involvement; *Parent Participation; Parent Role; *Parent School Relationship; *Parent Teacher Cooperation; Preschool Education; Social Agencies
IDENTIFIERS- *Project Head Start
Noting that the gains made by children must be understood and supported by the family and community, Head Start gives parents and other family members many opportunities to develop an appreciation of the young child's needs and how to meet those needs. Successful parental involvement enters into every aspect of Head Start; therefore, Head Start must discover new ways to involve parents. This document outlines Head Start policy on parent participation. It describes the following types of parent participation: (1) participation in the decision-making process; (2) participation in the classroom as employees, volunteers, and observers; (3) participation in and development of activities; and (4) working with children in cooperation with Head Start staff. Head Start Policy Groups include the Head Start Center Committee, the Head Start Policy Committee, and the Head Start Policy Council. The bulk of this manual is comprised of charts detailing composition of the policy groups, including personnel of the delegate and grantee agency, planning general administration, personnel administration, and the grant application process. Contains Spanish and English versions. (BGC)

ED 395 675 PS 024 213

Head Start Home-Based Resource Directory.
SPONS. AGENCY- Administration for Children, Youth, and Families (DHHS), Washington, DC. Head Start Bureau.
PUB DATE- 93
NOTE- 141p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Child Health; Disabilities; Family Involvement; Health Promotion; *Health Services; *Home Programs; Medical Evaluation; Newsletters; Parent Education; Parent Participation; Parent Role; Periodicals; Preschool Education; Program Administration; *Resource Materials; *Social Agencies; Social Services; Technical Assistance; Training
IDENTIFIERS- *Project Head Start; Wellness
A revision of the 1989 publication, this directory was compiled

EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- At Risk Persons; *Curriculum Evaluation; *Disabilities; Early Intervention; *Emergent Literacy; Inclusive Schools; Learning Activities; Literacy; Preschool Children; Special Education; Special Needs Students
IDENTIFIERS- American Educational Research Association; Peabody Picture Vocabulary Test (Revised); Woodcock Johnson Psycho Educational Battery

In American culture, although literacy is an integral part of daily life, little is known about the development of teaching of early literacy skills to young children with disabilities. This study examined the effects of a comprehensive early literacy curriculum designed for use with preschool children, focusing primarily on children with disabilities. The goal was to examine effects on early language and literacy measures among three preschool populations: (1) children with disabilities; (2) children who are at risk of effects from economic disadvantage; and (3) children who are developing "normally." The study was conducted over a 2-year period, using a population of 70 children. Data were collected from inclusive classrooms in a child development center and self-contained classrooms in the public schools. Measures included the Woodcock-Johnson Psycho-Educational Battery-Revised (WJ-R) and the Early Literacy Checklist. Activities designed to facilitate skills in print awareness, metalinguistic awareness, and oral language were implemented over a 6-month period with the three preschool populations. Both the children with disabilities and the children at-risk made significant gains on standardized and criterion-referenced measures of language, early literacy, and metalinguistic awareness. (Appendices contain sample learning activities, including shared storybook reading, nursery rhymes, and show and tell. Contains 54 references.) (BGC)

ED 395 693 PS 024 262

Pilcher, Lorene C.
The Longitudinal Study of Georgia's Prekindergarten Children and Families. Executive Summary (1994-95).
PUB DATE- Apr 96
NOTE- 14p.; Paper presented at the Annual Convention of the American Educational Research Association (New York, NY, April 8-12, 1996). For Longitudinal Evaluation, see PS 024 263.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Comparative Analysis; Compensatory Education; Longitudinal Studies; *Preschool Education; Program Evaluation; *School Readiness; Young Children
IDENTIFIERS- *Georgia

This report summarizes the impact of Georgia's Prekindergarten Program on two cohorts of children and families. About half of Cohort 1, 214 children and families, now in first grade, attended the Prekindergarten Program for less than 1 year when it was a pilot program. Half of Cohort 2, 534 children and families, now in kindergarten, had a full school year of the program. Comparison groups for each cohort, stratified by ethnicity, gender, and SES, were selected in equal numbers from three geographical areas in Georgia. A family interview (Cohort 1) or questionnaire (Cohort 2) was used to obtain information on demographics and use of social services. Teachers completed questionnaires quantifying parent involvement. The meeting on friendship and development, are divided into four areas: the nature of friendship, its measurement, and development; interdependence of relationship systems; friendship and its associations with other aspects of development; and friendship and adaptation. Following an introductory article, "Friendship and Its Significance in Childhood and Adolescence" (William Bukowski and others), the articles are: (1) "Amicitia, Drujba, Shin-yu, Philia, Freundschaft, Friendship: On the Cultural Diversity of a Human Relationship" (Lothar Krappmann); (2) "The Measurement of Friendship Perceptions: Conceptual and Methodological Issues" (Wyndol Furman); (3) "The Earliest Friendships" (Carollee Howes); (4) "Determinants of Friendship Selection and Quality: Developmental Perspectives" (Frances Aboud and Morton Mendelson); (5) "Parents' Interpersonal Relationships and Children's Friendships" (Anna Beth Doyle and Dorothy Markiewicz); (6) "Individual Differences in Friendship Quality: Links to Child-Mother Attachment" (Kathryn Kerns); (7) "Need Fulfillment, Interpersonal Competence, and the Developmental Contexts of Early Adolescent Friendship" (Duane Buhrmester); (8) "Closeness and Conflict in Adolescent Peer Relationships: Interdependence with Friends and Romantic Partners" (Brett Laursen); (9) "Cooperation, Close Relationships, and Cognitive Development" (Willard Hartup); (10) "Friendship and Morality: (How) Are they Related?" (William Bukowski and Lorrie Sippola); (11) "Friendships of Maltreated Children and Adolescents: Contexts for Expressing and Modifying Relationship Theory" (Joseph Price); (12) "The Developmental Significance of Children's Friendship Relations" (Andrew Newcomb and Catherine Bagwell); (13) "Linkages between Friendship and Adjustment during Early School Transitions" (Gary Ladd and Becky Kochenderfer); (14) "Exploring the Effects of Friendship Quality on Social Development" (Thomas Berndt); and (15) "Distinguishing Friendship from Acceptance: Implications for Intervention and Assessment" (Jeffrey Parker and Diane Walker). Each of the articles contains references. (HTH)

ED 395 712 PS 024 338

Stone, Leslie; And Others
The Safe and Sound Child: Keeping Your Child Safe inside and outside the Home.
PUB DATE- 96
NOTE- 348p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Books (010)
DESCRIPTORS- *Accident Prevention; Accidents; Bicycling; Fire Protection; First Aid; Ice Skating; *Injuries; Pets; Poisoning; *Prevention; Roller Skating; *Safety; Safety Education; Swimming Pools; Travel
IDENTIFIERS- *Child Safety; Playground Equipment; Strangers; Toy Safety

Noting that many types of potentially tragic accidents and calamities can be avoided or averted if we take the time to learn how, this book examines the characteristics of several household and outdoor hazards and how to prevent or minimize the possibility of injury, particularly to children. The chapters deal with the following potential hazards: (1) fire; (2) physical injuries and treatments; (3) poisons, medicine overdoses, and treatments; (4) toys; (5) childproofing the

Languages Affairs (ED), Washington, DC.
PUB DATE- 96
NOTE- 258p.; For selected individual papers, see RC 020 518-525.
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Books (010),Collected Works - Proceedings (021)
DESCRIPTORS- Alaska Natives; American Indian Education; *American Indian Languages; American Indians; *Bilingual Education; Bilingual Education Programs; Canada Natives; Community Action; Early Childhood Education; Elementary Secondary Education; *Eskimo Aleut Languages; Family Role; Hawaiian; Hawaiians; Higher Education; Indigenous Populations; *Language Maintenance; *Native Language Instruction; School Community Relationship; School Role
IDENTIFIERS- *Endangered Languages; *Native Americans

In November 1994 and May 1995, two symposia on stabilizing indigenous languages were attended by U.S. and Canadian tribal educators and experts on linguistics, language renewal, and language teaching. Participants sought to lay out a blueprint of policy changes, educational reforms, and community initiatives to stabilize and revitalize American Indian, Hawaiian, and Alaska Native languages. These symposia included a survey of the historical, current, and projected status of indigenous languages in North America as well as extensive dialogues on the roles of families, communities, and schools in promoting their use and maintenance. Participants emphasized "success stories" that document how language maintenance and transmission can become a reality. This proceedings contains individual presentations and summaries of roundtables on needs and rationale, Native American language and educational policies, families and communities, and education (including sessions on early childhood education, bilingual programs in schools, and higher education). Major presentations include: (1) a preface (Richard E. Littlebear); (2) "Rationale and Needs for Stabilizing Indigenous Languages" (Jon Reyhner); (3) "Status of Native American Language Endangerment" (Michael Krauss); (4) "Aboriginal Language Maintenance, Development, and Enhancement: A Review of Literature" (Barbara Burnaby); (5) "OBEMLA's Commitment to Endangered Languages" (Dang T. Pham); (6) "Seven Hypotheses on Language Loss: Causes and Cures" (James Crawford); (7) "What Do You Lose When You Lose Your Language?" (Joshua Fishman); (8) "What My Hualapai Language Means to Me" (Damon Clarke); and (9) "Maintaining Languages: What Works? What Doesn't?" (Joshua Fishman). Additional papers describe language programs in American Samoa, Northwest Territories (Canada), Hawaii, Alaska, Mexico, and schools serving the Navajo and Salt River reservations. Appendices include a list of participants, bibliographies of selected resources, and a model for promoting Native American language preservation and teaching. (SV)

ED 395 729 RC 020 518

Reyhner, Jon
Rationale and Needs for Stabilizing Indigenous Languages.
PUB DATE- 96
NOTE- 14p.; In: Stabilizing Indigenous Languages; see RC 020 517.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Alaska Natives; American Indian Education; *American Indian Languages; American Indians; *Bilingual Education;

Hammer, Patricia Cahape, Comp.
Rural Education Directory: Organizations and Resources, 1996.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 96
NOTE- 57p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Clearinghouses; Elementary Secondary Education; Federal Programs; Higher Education; Hotlines (Public); *Information Sources; National Organizations; *Organizations (Groups); *Periodicals; Public Agencies; *Rural Education; *Services; State Departments of Education; State Programs

This directory provides information on organizations and resources related to rural education. The first section lists 62 national and multistate organizations, including agencies, associations, centers, clearinghouses, and federal programs. Each entry includes address, contact person, telephone number, and a brief profile of organizational activities and services. This section also includes information on federal hotlines and information services. The second section lists 22 journals and periodicals that address rural education or rural studies in general. Each listing includes address, contact person, subscription cost, and information on the focus of articles. The last section lists 151 state and territorial organizations, including associations, education agencies, data centers, and other organizations with rural resources. Entries are listed by state and include address, contact person, telephone number, and a brief profile of organizational activities and services. Includes an index. (LP)

ED 395 746 RC 020 616

Lattin, Vernon E., Ed.; And Others
Tomas Rivera, 1935-1984: The Man and His Work.
PUB DATE- 88
NOTE- 164p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Creative Works (Literary and Dramatic) (030),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Administrators; *Authors; Higher Education; *Mexican American Education; Mexican American Literature; *Mexican Americans; Poetry; Poets; Professors
IDENTIFIERS- *Chicano Literature; Commemorative Publications; *Rivera (Tomas)

Tomas Rivera, the son of migrant farmworkers, became a secondary school teacher, university professor, university administrator, and finally Chancellor of the University of California, Riverside (UCR). He published two novels in Spanish and numerous short stories, poems, and essays in Spanish and English. His and his family's experiences as migrant workers served as the basis for many of his works. This commemorative book compiles materials by and about Tomas Rivera, and includes the following of Rivera's works: 14 poems; 3 essays ("Chicano Literature: The Establishment of Community," "Richard Rodriguez's 'Hunger of Memory' As Humanistic Antithesis," and "The Role of the Chicano Academic and the Chicano Non-Academic Community"); 2 speeches; 4 letters; a statement of personal outlook on the future of American higher education; and a letter to the Hispanic community, April 1980. A section on

Muscella, Deborah; DiMauro, Vanessa
Talking about Science: The Case of an Electronic Conversation.
PUB DATE- 95
NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; Communication Skills; Discourse Analysis; *Electronic Mail; Professional Development; *Science Teachers; *Telecommunications
IDENTIFIERS- *Nature of Science

This research study analyzed an electronic conversation that occurred on the LabNet network, an electronic network for science teachers. A conversation about the nature of science that occurred for eight weeks among ten science teachers was analyzed in order to identify the characteristics of messages that start and sustain a conversation and to examine the ideas presented in messages that are ignored. Important issues about telecommunications' potential as an innovative approach for professional development are highlighted. This research suggests that an electronic network such as LabNet can create conditions that enhance teachers' knowleddge of science and foster their colleagueship. Participating on electronic networks with colleagues in distant towns, however, has the potential to contribute to the isolation many teachers already feel in their own schools. Identifying the factors that precipitate and support reflective conversations on electronic networks may encourage teacher dialogue and collaboration in both proximate and distant communities. Contains 21 references. (Author/JRH)

ED 395 766 SE 058 146

Sheldon, Louisa; And Others
Home on the Range. Science Safari.
PUB DATE- 95
NOTE- 36p.; For related documents, see ED 388 526-527 and SE 058 147. Prepared with assistance from British Airways, Friends of the National Zoo, Howard Hughes Medical Institute, and Smithsonian Outreach Fund.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Animals; Biology; Conservation (Environment); Elementary Education; *Environmental Education; Plants (Botany); Science Activities

This program is the third in the Science Safari series produced by the Fairfax Network of the Fairfax County (Virginia) Public Schools. It focuses on animals and plants that are native to the continent of North America and highlights the importance of species interdependence. The aim of this program is to provide students with the knowledge necessary to make informed decisions and instill the desire to become involved in issues affecting their planet. This document contains background information, activities, and a list of resources. (JRH)

ED 395 767 SE 058 147

Sheldon, Louisa; And Others
Land of the Giants. Science Safari.
PUB DATE- 95
NOTE- 34p.; For related documents, see ED 388 526-527 and SE 058

specialists, and (2) the impact of collaboration upon the teaching faculty's discourse on mathematics or science, whichever is not their primary discipline. Contains 29 references, 4 tables, and 3 figures. (Author/SW)

ED 395 786 SE 058 372

Jitendra, Asha; And Others
The Differential Effects of Two Strategies on the Acquisition, Maintenance, and Generalization of Mathematical Word Problem Solving by Students with Mild Disabilities and At-Risk Students.
PUB DATE- Apr 96
NOTE- 25p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Education; *Elementary School Students; *Mathematics Achievement; Mathematics Instruction; *Mild Disabilities; Pretests Posttests; *Problem Solving; *Teaching Methods; *Word Problems (Mathematics)

This study examined the differential effects of two instructional strategies, an explicit schema-based strategy and a general cognitive strategy, on the acquisition, maintenance, and generalization of mathematical word problem solving by students with mild disabilities and at-risk students. Twenty-three second, third, fourth, and fifth graders were randomly assigned to each of the 2 treatment conditions (schema and traditional). Results indicated that both groups' performance increased from pretest to posttest. Generally, students in both groups maintained their use of word problem solving skills. However, word problem solving scores from the posttest to delayed posttest showed a slight decrease for the traditional group, while an increase in scores was noted for the schema group. The performance of the schema group (84%) surpassed that of their normally achieving peers (82%). In addition, generalization of word problem solving skills to novel word problems occurred for both groups. Contains 41 references. (Author)

ED 395 787 SE 058 373

Artzt, Alice F.; Armour-Thomas, Eleanor
Assessing the Internal Dynamics of Mathematical Problem Solving in Small Groups.
PUB DATE- 8 Apr 96
NOTE- 46p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8, 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cognitive Processes; Grade 7; *Grouping (Instructional Purposes); Junior High Schools; *Junior High School Students; *Problem Solving; *Student Evaluation

The purpose of this exploratory study was to examine the problem-solving behaviors and perceptions of (n=27) seventh-grade students as they worked on solving a mathematical problem within a small-group setting. An assessment system was developed that allowed for this analysis. To assess problem-solving behaviors within a small group a Group Problem Solving Assessment Instrument was developed. To assess student perceptions a stimulated-recall interview was used. Data were obtained through videotapes of the students working in small

Education (ABLE) (13th, Laramie, Wyoming, June 11-15, 1991). Volume 13.
PUB DATE- 92
NOTE- 191p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Biology; *College Science; Conference Proceedings; Higher Education; Science Activities; Science Education; *Science Experiments; *Science Instruction; Teacher Workshops

The focus of the Association for Biology Laboratory Education (ABLE) is to improve the undergraduate biology laboratory experience by promoting the development and dissemination of interesting, innovative, and reliable laboratory exercises. This proceedings volume contains 10 papers: "Testing Issues of Foraging and Flocking Behavior" (C. C. Smith); "Studies in Protozoan Population Ecology" (J. C. Glase & M. C. Zimmerman); "Responses by Stomata on Leaves to Microenvironmental Conditions" (C. A. Brewer); "The Struggle for Existence: Competition Between Bacterial Stains" (B. A. D. Nichols, L. B. Cholewiak, & R. Condit); "The Effects of Cattle Grazing on Vegetation in a Shortgrass Prairie Ecosystem" (K. L. Driese & M. L. Stanton); "Enzyme Investigations for Introductory Courses" (R. B. Pitkin); "Stream and Pond Field Trip" (F. J. Rahel); "Organelle Isolation and Marker Enzyme Assay" (H. Padh); "The Use of Fossils in Interpreting Past Environments" (B. H. Breithaupt); and "Developing Customized Instructional Software" (M. Parker). Appendices contain additional mini-workshops and ABLE membership list. (MKR)

ED 395 809 SE 058 424

Goldman, Corey A., Ed.
Tested Studies for Laboratory Teaching. Proceedings of the Workshop/Conference of the Association for Biology Laboratory Education (ABLE) (14th, Las Vegas, Nevada, June 2-6, 1992). Volume 14.
PUB DATE- 93
NOTE- 240p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Biology; *College Science; Higher Education; Science Activities; Science Education; *Science Experiments; *Science Instruction; Teacher Workshops

The focus of the Association for Biology Laboratory Education (ABLE) is to improve undergraduate biology laboratory experiences by promoting the development and dissemination of interesting, innovative, and reliable laboratory exercises. This proceedings volume contains 11 papers: "A Practical Guide to the Use of Cellular Slime Molds for Laboratory Exercises and Experiments" (D. M. Bozzone); "General Control of Cell Chemistry Using 'Serratia marcescens'" (E. V. Schmidt); "Using Computer-Interfaced Physiological Measurement Systems in the Biology Laboratory" (B. L. Roohk & S. A. Clark); "Estimating Plant Densities Using Transects" (M. E. Andersen); "'Optimal' Organism Design and Costs for Not Being Perfect" (F. R. Hainsworth); "Isolation of an Unknown Bacterium from Soil" (P. M. Steubing); "Diffusion Across a Sheep Red Blood Cell Membrane" (L. A. Scott); "An Introduction to Population Genetics" (M. E. Andersen); "Fundamental Issues In Dissection: Muscle Physiology--A Case Study" (C. A. Budd, R. F. Wells, & S. Shreffler); "Computer Enhanced Learning in Biology" (S. E. Andrews & M. A. J. Collins); and "Natural History Field Courses

(Deana Daum); (6) "Having Families Involved in Student's Learning Imperative: A Plan for Implementation" (Delmar Janke); (7) "Spatial Reasoning Activities Using Squares and Cubes" (William Tomhave); (8) "Weather Wizards" (Dean Albertson); (9) "The Web for Science Ed" (Robert Wood, Michael Hoadley, and Dale Farland); (10) "The Effect of the Interaction of Lactic Acid and Carbon Dioxide in Post Exercise Skeletal Muscle Cellular Respiration" (James Richardson); (11) "Invitations to Learn Which Are Difficult to Not Accept" (Delmar Janke); (12) "Science, Society, and America's Nuclear Waste" (Gail Westmoreland); (13) "Creek Quest Expedition Organization Plan with Equipment/Supply List" (David Broadwell); (14) "The Effects of Instruction in Heuristics on the Use of Problem Solving Strategies and Problem Solving Performance of Preservice Elementary Education Majors" (Janel Fiksdal); (15) "Teaching Math in an Integrated Environment" (Sheila McQuade); (16) "Plant Tissue Culture-African Violet" (Mark Buechler); (17) "Project-Based Learning-Integrating Science, Communications, Technology, and Social Studies" (Ron Newell); (18) "Eating Your Way Through Mathematics: Integrating Children's Literature and Cooking" (Maurine Richardson, Constance Hoag, and Margaret Miller). (JRH)

ED 395 829 SE 058 590

Subotnik, Rena F.; And Others
Implications of the Olympiad Studies for the Development of Mathematical Talent in Schools.
PUB DATE- Apr 96
NOTE- 24p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academically Gifted; *Competition; Females; Mathematics Curriculum; Parent Role; Secondary Education
IDENTIFIERS- *International Mathematics Olympiad; *Mathematical Olympiad

This paper identifies educational implications that arise from materials collected by James Campbell and his colleagues on the winners of the Mathematics Olympiads. This paper addresses two questions: (1) how can we ensure support for recognized mathematical talent through schooling to professional life, and (2) how can we increase the pool of gifted students who participate in the Olympiads and other excellent competitions and programs? The response to the first question is presented by exploring the following dimensions of talent development: age at which mathematical talent is manifested, role of parents in nurturing children's abilities, curriculum and ambiance of the secondary schools, opportunities for competition and challenge afforded by the Olympiad, underrepresentation of females on the teams, and post-secondary experience of America's most talented students in mathematics and science. The second component of the paper addresses how and why schools should expand the number of students who participate in mathematics and science competitions, including a rationale for the role of talent development in schools; the requisites for talent development, including whether broad or narrow curriculum for secondary students should be pursued; and how we can "plug the leaky pipeline" leading to mathematics-based careers. Contains 59 references. (MKR)

I: Historical Perspectives," the role of cross cultural influences is reported in essays: (1) "Quality Criteria Shifts in One Century of Art Education in Dutch Primary Schools" (Vera Asselbergs; Aaltje Knoop); (2) "Walter Smith's Influence in Brazil and the Efforts by Brazilian Liberals to Overcome the Concept of Art as an Elitist Activity" (Ana Mae Barbosa); (3) "The History of Art Education in Egypt" (Mahmoud El-Bassiouny); (4) "It Is What One Does That Counts: Developments in Swedish Art Education" (Ulla Bonnier); (5) "The Changing Face of Australian Art Education: New Horizons or Subcolonial Politics?" (Doug Boughton); (6) "The History of Art Education in Chile" (Luis Errazuriz); (7) "Art Education in Eastern Europe from 1945 to 1991" (Bogomil Kariavaris); (8) "Development of Art Education in Czechoslovakia" (Jaromir Uzdil); (9) "Development and Problems of Art Education in Modern Japan" (Kazumi Yamada); and (10) "The Basic Design Movement in British Education" (Richard Yeomans). "Part II: Projects and Prospects" reports on contemporary trends in art education. Articles include: (11) "The Fourth Good: Observation on Art Education in China" (Barbara Carlisle); (12) "The Leonardo Project: Prospects for Hungarian Art Education" (Andrea Karpati); (13) "Art Education in Zimbabwe: A Review of the Present Position and Suggestions for Development" (John Lancaster); (14) "Present Trends in German Art Education" (Lois Petrovich-Mwaniki); (15) "Art and Design Education in South Africa" (W. R. Philip); (16) "Art, Craft, and Design Education in Great Britain" (John Steers); and (17) "Diversity of Socio-Educational Functions of Art in the Modern World: View From Poland" (Irena Wojnar). "Part III: Multicultural and Cross-Cultural Issues" presents: (18) "The Arts in a Multicultural Society" (Brian Allison); (19) "Old-New Land: Cultural Integration and Polyaesthetic Education in Modern Israel" (Hanan Bruen); (20) "Many Cultures, Many Arts: A French Experience" (Marie-Francoise Chavanne); (21) "A Multicultural Curriculum in Scotland" (Arthur Hughes; Nick Stanley; John Swift, Eds.); (22) "Peace Education though Art: Study of Conflict and Nordic Paradise" (Heta Kauppinen); (23) "American Contemporary Art in Japanese School Art: Play Activity in the 1980s" (Akio Okazaki); (24) "An Exploratory Microethnographic Study of Art Teaching in One Navajo Public School System: The Anglo View of Running Water" (Mary Stokrocki); and (25) "Cultural Identity and Realization Through the Arts: Problems, Possibilities, and Projections in Nigeria" (Solomon Irein Wangboje). (MM)

ED 395 852 SO 025 804

Internment of Japanese Americans. Documents from the National Archives Series.
PUB DATE- 85
NOTE- 56p.; Photographs and some type print may be difficult to read.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Archives; Government Libraries; *Japanese Americans; Library Collections; Material Culture; Minority Groups; Modern History; National Libraries; *Social Bias; *Social Discrimination; United States History; *World War II
IDENTIFIERS- Japanese Relocation Camps

This booklet provides samples of documents relating to the research), interpreting a multicultural art teaching context (visual sociology), inquiring into the nature of the young child's art world (naturalistic), and re-examining primary art education documents (historical). The selected articles were subjected to jury review and are examples of research in progress, in which the authors search for deeper understandings of art education. Although many of these approaches are not new, the contexts in which they are presented represent less traditional approaches to research. Authors of these articles range from university professors to artists to high school art teachers. (DQE)

ED 395 872 SO 026 364

Works in Progress: Newsletter of the Philadelphia Folklore Project, 1987-1994.
PUB DATE- 94
NOTE- 197p.; Published three times a year.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Art Education; Cultural Awareness; Elementary Secondary Education; Ethnography; Fine Arts; *Folk Culture; Handicrafts; History; *Language Arts; *Multicultural Education; *Music Education; Resource Materials; *Social Studies

This document consists of the first 15 issues of a newsletter reporting on current and upcoming projects of the Philadelphia Folklore Project and examines the place of folklife in people's lives. Topics included revolve around ethnic traditions and celebrations; intergenerational teaching and learning situations; process in cottage industries and methods of training apprentices; approaches and techniques in folk arts and crafts; ethnic cooking traditions; ethnic symbolic design and behavior; raising community awareness of culturally diverse traditions; and implementing public programs and arts. (DQE)

ED 395 873 SO 026 395

Monk, Linda R.; And Others
The First Amendment: America's Blueprint for Tolerance. Student Edition and Teacher's Resource.
SPONS. AGENCY- Freedom Forum, Reston, VA.
PUB DATE- 95
NOTE- 158p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Citizenship Education; Civics; *Civil Liberties; Constitutional History; *Constitutional Law; Elementary Secondary Education; Freedom of Speech; Instructional Materials; *Law Related Education; Social Studies; State Church Separation; United States History
IDENTIFIERS- Bill of Rights; Close Up Program; *First Amendment; *Tolerance; United States Constitution

Designed to supplement students' study of the Bill of Rights and the First Amendment, this text can help them identify the First Amendment as a blueprint for a tolerant society. The introduction explains the purpose of the book and describes its contents. The first chapter discusses events leading to the

"The Shadow of Hate" resource kit provides a videotape program (40 minutes), 20 copies of a 128-page student text ("Us and Them"), and a 32-page teacher's guide. This document consists of single copies of the two printed components of this kit. The resource traces the history of racial, religious, and social intolerance in the United States. Expressions of discrimination from slavery to modern hatemongering are discussed. Examples of discrimination are drawn from expressions directed towards Jews, African-Americans, Chinese, Irish, Native Americans, and Baptists in the United States. Case studies are drawn from memoirs, eyewitness accounts, archival photographs, and documents. The student text presents case histories: (1) "The Silencing of Mary Dyer"; (2) "Blankets for the Dead"; (3) "No Promised Land"; (4) "Harriet Jacobs Owns Herself"; (5) "In the City of Brotherly Love"; (6)"A Rumbling in the Mines"; (7) "Ghost Dance at Wounded Knee"; (8) "The Ballad of Leo Frank"; (9) "Untamed Border"; (10) "A Town Called Rosewood"; (11) "Home was a Horse Stall"; (12) "Nightriding with the Klan"; (13) "A Rose for Charlie"; and (14) "Street Justice." Lesson materials for each of the case histories are provided in the Teacher's Guide. Each lesson is formatted as follows: "Objective"; "Vocabulary"; "Discussion Questions"; "Writing Assignments"; and "Project Ideas." The guide also provides final assignment essay prompts. (MM)

ED 395 895   SP 036 358

Million, Steven K.; Vare, Jonatha W.
The Collaborative School: Creating a Hybrid Culture in a Professional Development School.
PUB DATE- Nov 95
NOTE- 27p.; Paper presented at the Biennial International Convocation of Kappa Delta Pi (40th, Birmingham, AL, November 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- College Faculty; *College School Cooperation; *Culture Conflict; *Educational Environment; Educational Objectives; Elementary School Teachers; Elementary Secondary Education; Higher Education; Institutional Characteristics; *Organizational Climate; Partnerships in Education; Preservice Teacher Education; *Professional Development Schools; *School Culture; Secondary School Teachers
IDENTIFIERS- Winthrop University SC

In professional development schools (PDSs), personnel from two different cultures come together to form a new, hybrid culture. Sharing the same goals and parity among the participating professionals produce authentic collaboration and are essential aspects of this culture. When parity and sharing are absent, collaboration between schools and universities generally produces some degree of culture shock and culture conflict. Culture conflict occurs when personnel from the two institutions bring to the PDS relationship markedly dissimilar status and goal mixes because the underlying cultural assumptions of schools and universities are different. Workplace behaviors and values clash, producing collaboration shock. Differences in the tempo, focus, and the rewards of work can produce conflict. Experience in PDSs suggests three guidelines for forestalling or ameliorating culture conflict and culture shock and creating a truly collaborative school: (1) tiers of involvement may foster authentic collaboration; (2) providing time and reward for inquiry nurtures the

the schools by one university instructor and three district teachers. During the winter and spring terms, students focused on field experience. During the summer 1996 term, students are expected to complete their professional portfolios and intern exhibition videos and prepare for the Inquiry Projects they will conduct during their entry year of teaching. In a preliminary evaluation, interns indicated they valued all field experiences, and bonded with each other to provide support groups; teachers indicated that the interns made a major difference in PreK-12 students' lives; university faculty experienced the real world of day-to-day teaching. Interns' portfolios demonstrate teaching proficiency in five crucial areas, and their exhibition videotapes display commitment and ability to teach. Appendices include the Partnership Agreement, Interim Policy Statement, outlines of the Partners Transforming Education Professional Development Workshop; admission application; PYP interview questions; evaluation form; class schedules; and attendance policy. (ND)

ED 395 911 SP 036 710

Krol, Christine A.
Preservice Teacher Education Students' Dialogue Journals: What Characterizes Students' Reflective Writing and a Teacher's Comments.
PUB DATE- Feb 96
NOTE- 27p.; Paper presented at the Annual Meeting of the Association of Teacher Educators (76th, St. Louis, MO, February 24-28, 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Communication; *Dialog Journals; Education Majors; Elementary Secondary Education; Higher Education; Interpersonal Communication; Journal Writing; Methods Courses; *Personal Narratives; *Preservice Teacher Education; *Reflective Teaching; *Teacher Student Relationship; Teaching Methods
IDENTIFIERS- *Reflective Writing

Training teachers as reflective practitioners is an important element in many teacher education programs. Teacher education literature indicates that journal writing is an approach that fosters reflection, and is an effective source of dialogue between student and teacher. This document reports on an action research study on the use of journals in the development of reflective practitioners by investigating both student and teacher comments. The participants, 15 students enrolled in an "Approaches to Teaching" course, were required to keep a reflective dialogue journal as a class assignment. Additional data were gathered from sources such as interviews, questionnaires, and class lesson plans and notes. Analysis of the data identified six reflective writing modes for students: descriptive/narrative, affective, metacognitive, meta-affective, connective/extensive, and proflective writing. Teacher comments were characterized as affirming, think more or nudging, personal connection, give information, and little/no reaction. While the preservice teachers' journals displayed entries in all six modes, the descriptive/narrative and affective modes were used most frequently. These pre-reflective modes served as a foundation for developing the other four modes. In the metacognitive and meta-affective modes of writing, students began to move beyond description to recognition of their own understanding, emotions, and beliefs, guidelines to help students reflect on their experiences. (JPB)

ED 395 929 SP 036 773

Pedras, Melvin J.; Horton, Jeff
Using Technology To Enhance Teacher Preparation.
PUB DATE- 96
NOTE- 19p.; Paper presented at the Annual Meeting of the Northwest Association of Teacher Educators (Coeur d'Alene, ID, April 17-19, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Uses in Education; *Educational Technology; Electronic Equipment; Electronic Mail; Elementary Secondary Education; Higher Education; *Instructional Innovation; Preservice Teacher Education; Teacher Education Programs; Teaching Methods
IDENTIFIERS- *University of Idaho

This paper discusses the use of technology, including computers and media tools, to enhance teacher education. Benefits of technology in the classroom are considered, particularly increasing student and instructor motivation, enhancing the learning process and instruction, and facilitating classroom management and organization. Technological resources such as CD-ROM players, videos, the Internet, electronic reference materials and other tools support and enhance the traditional educational resources of textbooks, movies, video tapes, magazines, and reference materials. The University of Idaho College of Education is developing innovative ways of using educational technology in teacher education, such as use of e-mail for transmission of assignments, use of multi-media software to develop projects and presentations; and developing a presentation using computer graphics. These efforts encourage students to use technology and places technology in the classroom. Two appendices are included: an outline detailing the steps for creating a presentation and a Powerpoint quick reference guide. (JPB)

ED 395 930 SP 036 774

Freiberg, Melissa R.; And Others
Where Do We Go from Here? Decisions and Dilemmas of Teacher Mentors.
PUB DATE- 11 Apr 96
NOTE- 17p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Beginning Teacher Induction; *Clinical Supervision (of Teachers); Elementary Secondary Education; *Faculty Development; *Mentors; Teacher Education; *Teacher Improvement; Teaching Experience

The experiences of five mentors for beginning teachers in an urban school district were examined in this study. The results of interviews with the mentors revealed that they felt a sense of increased confidence and maturity in dealing with other adults, a more clearly defined set of beliefs about teaching writing skills. Appendix A gives examples of black vernacular, and Appendix B presents two tables of correlations among factors used by white and black students. (Contains 3 figures, 8 tables, and 18 references.) (SLD)

ED 395 949 TM 025 016

Serdahl, Eric
An Introduction to Graphical Analysis of Residual Scores and Outlier Detection in Bivariate Least Squares Regression Analysis.
PUB DATE- Jan 96
NOTE- 29p.; Paper presented at the Annual Meeting of the Southwest Educational Research Association (New Orleans, LA, January 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Graphs; *Identification; *Least Squares Statistics; *Regression (Statistics); Research Methodology
IDENTIFIERS- *Outliers; *Residual Scores; Statistical Package for the Social Sciences PC

The information that is gained through various analyses of the residual scores yielded by the least squares regression model is explored. In fact, the most widely used methods for detecting data that do not fit this model are based on an analysis of residual scores. First, graphical methods of residual analysis are discussed, followed by a review of several quantitative approaches. Only the more widely used approaches are discussed. Example data sets are analyzed through the use of the Statistical Package for the Social Sciences (personal computer version) to illustrate the various strengths and weaknesses of these approaches and to demonstrate the necessity of using a variety of techniques in combination to detect outliers. The underlying premise for using these techniques is that the researcher needs to make sure that conclusions based on the data are not solely dependent on one or two extreme observations. Once an outlier is detected, the researcher must examine the data point's source of aberration. (Contains 3 figures, 5 tables, and 14 references.) (SLD)

ED 395 950 TM 025 017

Arnold, Margery E.
Influences on and Limitations of Classical Test Theory Reliability Estimates.
PUB DATE- 25 Jan 96
NOTE- 30p.; Paper presented at the Annual Meeting of the Southwest Educational Research Association (New Orleans, LA, January 25, 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Estimation (Mathematics); *Generalizability Theory; Heuristics; *Interrater Reliability; *Research Methodology; Test Interpretation; *Test Reliability; Test Theory

It is incorrect to say "the test is reliable" because reliability is a function not only of the test itself, but of many factors. The present paper explains how different factors affect classical reliability estimates such as test-retest, interrater, internal consistency, and equivalent forms coefficients. Furthermore, the limits of classical test theory

Appraising the Cognitive Features of Subject Tests.
PUB DATE- Nov 89
NOTE- 52p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Achievement Tests; Classification; Coding; Cognitive Processes; *Cognitive Tests; *Evaluation Methods; Higher Education; Knowledge Level; Literature; *Profiles; Psychology; *Test Construction
IDENTIFIERS- Graduate Record Examinations; *Subject Content Knowledge

The aim of this study was to develop a procedure that could be used to appraise the cognitive features of subject (achievement) tests. Cognitive taxonomies and an accompanying coding scheme were developed and applied to the Graduate Record Examinations subject tests in Psychology and Literature in English. The taxonomies were based on the manifest cognitive content of the test items. Cognitive Demand and Aspects of Knowledge taxonomies were prepared, and two coders were trained to evaluate the tests using the developed taxonomies. The cognitive profiles of these two tests were found to be strikingly different, indicating that the taxonomies were operating as intended. Ways of improving and extending the procedure are discussed. The taxonomies and the coding procedure developed provide new instruments for appraising the cognitive demands and aspects of knowledge contained in the items of contemporary subject tests. (Contains 6 tables and 13 references.) (Author/SLD)

ED 395 972 TM 025 110

Bennett, Randy Elliot; And Others
Free-Response and Multiple-Choice Items: Measures of the Same Ability?
PUB DATE- Jun 90
NOTE- 41p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Ability; Advanced Placement; College Entrance Examinations; Factor Structure; Goodness of Fit; High Schools; *High School Students; *Measurement Techniques; *Multiple Choice Tests; Scoring; Student Placement; Test Construction; *Test Items; Test Use
IDENTIFIERS- *Advanced Placement Examinations (CEEB); Confirmatory Factor Analysis; *Free Response Test Items

This study examined the relationship of multiple-choice and free-response items contained on the College Board's Advanced Placement Computer Science (APCS) examination. Subjects were two samples of 1,000 randomly drawn from the population of 7,372 high school students taking the 1988 examination of the APCS "AB" form. Most were high school seniors, most were male, and most were white. Confirmatory factor analysis was used to test the fit of a two-factor model where each item format marked its own factor. Results showed a single-factor solution to fit the data best in each of the two random-half samples. This finding might be accounted for by several mechanisms, including overlap in the specific processes assessed by the multiple-choice and free-response items and the limited opportunity for skill differentiation afforded by the year-long APCS course. Appendix A contains an example of the scoring rubric, and Appendix B presents a sample correlation matrix. (Contains 2 figures, 6 tables, and 21 references.) (Author/SLD)

examinees in different language groups. However, comparisons of individuals who took different language versions of a test are not valid unless the score scales for the different versions are linked or equated. This paper discusses the psychometric problems involved in cross-lingual assessment, reviews linking models that have been proposed to enhance score comparability, and provides suggestions for developing and evaluating a model for linking different language versions of a test. The review of the literature did not reveal a linking model that completely resolved the problem, but it suggested that three designs are superior to methods that employ translation only or that use expert judgment to certify score equivalence. These designs are: (1) item response theory (IRT) linking using separate monolingual groups; (2) IRT linking via a bilingual group; and (3) matched monolingual group designs. (Contains 4 figures and 43 references.) (SLD)

ED 395 991 TM 025 185

Sireci, Stephen G.
Using Cluster Analysis To Solve the Problem of Standard Setting.
PUB DATE- 14 Aug 95
NOTE- 28p.; Paper presented at the Annual Meeting of the American Psychological Association (New York, NY, August 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classification; *Cluster Analysis; Equated Scores; High School Equivalency Programs; High Schools; *High School Seniors; *Performance Based Assessment; Responses; Standards; Writing (Composition); *Writing Tests
IDENTIFIERS- Dimensionality (Tests); Experts; *Standard Setting

This paper presents and evaluates a new procedure to classify examinees into meaningful categories based on their responses to (performance on) items comprising a test instrument. The proposed procedure uses the data analytic technique of cluster analysis to partition the examinee population into homogeneous groupings. This procedure was applied to a high-stakes writing skills test. External self-reported grades in English composition classes were used to validate the cluster solutions. Two separate samples of 511 and 390 high school seniors from national equating samples for the Test of General Educational Development were analyzed to evaluate the stability of the obtained solutions. A five-cluster solution best separated the examinees according to their writing skills proficiency and led to a passing standard that was stable across the two samples. The benefits of using cluster analysis to set standards on tests include reduced subjectivity in comparison to methods based on expert ratings of items, applicability to performance-based assessments, and absence of dimensionality requirements. The limitations of the procedure include the need for external criterion data and the lack of research in this area. (Contains 10 tables and 13 references.) (Author/SLD)

ED 395 992 TM 025 186

Wang, Xiang Bo
Understanding Psychological Processes That Underlie Examinees' Choices of Constructed Response Items on a Test.
PUB DATE- 9 Apr 96
NOTE- 33p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (New York, NY, April 9-11,

two digests published by the ERIC Clearinghouse on Urban Education. For related documents, see UD 030 946-958.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Computer Centers; Computer Networks; Computer Science Education; Computer Software; *Computer Uses in Education; Cooperative Learning; *Educational Technology; Elementary Secondary Education; Integrated Activities; *Parent Role; *Partnerships in Education; Teacher Attitudes; *Teaching Methods; *Technological Advancement

Using a computer should be an important part of children's education. Some guidelines are provided to help parents evaluate the value of computer use in their children's school. School policies should provide for a well-equipped laboratory, a variety of appropriate software, and a way for students to network with other students. All students, regardless of gender, should use the computers, and teachers should be knowledgeable. In addition, students should be using technology to increase problem-solving skills and to learn important life skills through simulated computer software. Cooperative learning should be part of school computer use, and teachers and students should work together at the computer. It is also important that computers be used across the curriculum to address all, or at least several, academic subjects. Parents can encourage computer use by letting schools know that they consider it a priority. They can offer practical help in trying to obtain low-cost resources and looking for partnership programs to benefit the school. (SLD)

ED 396 011 UD 030 951

Schwartz, Wendy
A Community Guide to Multicultural Education Programs. For Parents/about Parents.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 95
NOTE- 5p.; Based on "Varieties of Multicultural Education," a digest published by the ERIC Clearinghouse on Urban Education. For related documents, see UD 030 946-958.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Academic Achievement; Compensatory Education; *Cultural Awareness; Cultural Differences; *Curriculum Development; Elementary Secondary Education; *Human Relations; Information Dissemination; Minority Groups; *Multicultural Education; *Parent Role; Second Language Learning; Social Problems
IDENTIFIERS- Infusion Methodology; Language Minorities

Despite disagreement about the value of multicultural education, schools are putting some multicultural learning into the curricula already in place. This guide for parents describes the different ways that schools are teaching multiculturalism. Some schools emphasize programs that focus on information and urban case studies demonstrate, progress can be made. A glossary and a list of nine sources for further reading are included. (SLD)

ED 396 029 UD 030 970

Lang, Paul
The English Language Debate. One Nation, One Language? Multicultural Issues.
PUB DATE- 95
NOTE- 112p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Acculturation; Bilingual Education; Bilingualism; Childrens Literature; Cultural Differences; English; English (Second Language); *English Only Movement; Equal Education; *Immigrants; *Language Attitudes; *Limited English Speaking; Multicultural Education; *Official Languages; Public Schools
IDENTIFIERS- Language Minorities

This book for young readers explores the controversy surrounding the use of languages other than English in education and social settings in the United States. Supporters of the "Official English," or "U.S. English," movement believe that the government and schools should do anything they can to get all Americans to use English at school, at work, and in other public places. Opponents believe that while English is important, other languages have their places in the United States also, and that lawmakers and teachers should encourage recent arrivals to America to keep their native language while they learn English. The case studies of Joe Bernal, legislator and educator, and a proponent of bilingual education, and Linda Chavez, political activist and proponent of English as the tie that binds the nation, illustrate the language controversy. This book explores why the controversy has become so heated and how recent immigrants have coped with the problems of language, cultural heritage, and adjustment to American society. In addition to the debate over the role of bilingual education, there is debate over how bilingual education should be conducted. Research is necessary to determine what works best, and to assure equal education for language minority students. Nine resource organizations are listed, and 33 sources are listed for further reading. (SLD)

ED 396 030 UD 030 971

Sawyer, Kem Knapp
Refugees: Seeking a Safe Haven. Multicultural Issues.
PUB DATE- 95
NOTE- 128p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Acculturation; *Foreign Nationals; Foreign Workers; *Immigrants; Immigration; Migration Patterns; Policy Formation; *Political Attitudes; *Public Policy; *Refugees; *Relocation; Safety

Millions of people around the world have lost the freedom to remain in their homes or choose where they want to live. In fact, 1 in every 125 people in this world is a refugee. For many refugees, finding a new home is a long, tedious, and painful process. Many host countries that receive refugees suffer from overpopulation, housing shortages, and rising unemployment. An influx of refugees only increases their

Science; *Interviews; *Library Development; Library Education; *Library Personnel; Library Research; *Library Role; *Library Science; Opinions; Philosophy; Professional Personnel; Social Influences
IDENTIFIERS- Historical Background; *Library History; *Poland

This document is based on transcripts of recorded informal interviews with: (1) selected senior professors in the library schools at Warsaw, Krakow, and Wroclaw (Poland); (2) the director and a member of the Books and Readers Institute of the National Polish Libraries; and (3) a group of Polish librarians and students in the field. The report incorporates feedback and suggestions from the participants themselves. It provides background on the history of libraries and librarianship in Poland and summarizes interviewees' opinions topics such as the development of a philosophy of librarianship; the educational and cultural role of libraries; impacts of the social and political climate on libraries; government interference in communications; library research methodology; and various aspects of library work. Appendices include a list of Polish translations of selected library science terms, some Polish excerpts from the author's research correspondence, and some addenda. (Contains 49 references.) (BEW)

ED 395 582 IR 055 877

Cizmar, Francis J.
Information as a Primary Good from a Rawlsian Perspective.
PUB DATE- Jun 95
NOTE- 69p.; Master's Research Paper, Kent State University.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042)
DESCRIPTORS- *Access to Information; *Civil Liberties; Economic Factors; *Freedom of Information; Libraries; Moral Issues; Technological Advancement; *Users (Information)
IDENTIFIERS- Conceptual Frameworks; Economics of Information; Information Equity; Injustice; Justice Reasoning; *Kant (Immanuel); Philosophical Influences; *Rawls (John); Social Good; User Fees

This paper seeks to establish a philosophical foundation and a conceptual framework for a belief in the right to free information access. According to an overview of the professional literature, and to the moral philosophy of Immanuel Kant as operationalized in the theories of John Rawls, information can be seen as a primary good and as a necessity for the just operation of society. Hence, the inability to access information would be considered an injustice. This contention is used as an argument for free access to information--in other words, against library user fees--in an era when rapid technological advances and changes in the delivery and economics of information challenge the viability of libraries. Appendices include copies of the Library Bill of Rights, of some previous research in defining the term "information," and of the Freedom to Read Act. (Contains 18 references.) (BEW)

ED 395 583 IR 055 886

Telecommunications Act of 1996. Public Law 104-104.
PUB DATE- 8 Feb 96
NOTE- 108p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)

Approach; Librarian Teacher Cooperation; *Library Instruction; Skill Development; *Teaching Methods; *Writing Across the Curriculum; *Writing Instruction

Writing-Across-the-Curriculum (WAC), a pedagogic reform that has been gathering strength since the 1970s, is an effort to shift the full burden of writing instruction away from composition classes and return the charge to the disciplines or content areas. This professional reference book is intended to educate librarians about WAC. Nine chapters are divided into four parts. Part 1 describes some aspects, historical as well as pedagogical, of discourse theory and of the place of writing and writing-across-the-curriculum in it. Part 2 discusses research skills programs to complement WAC programs, recommendations for library-based assignments that work with process writing, and a writing course that is based on the use of primary sources and other scholarly materials that could be taught by an individual librarian or in collaboration with an instructor. Part 3 examines the interdependencies and collaborations WAC makes possible. Part 4 is a collection of case-studies describing successful alliances among librarians, writing program directors, and instructors in writing-intensive/library-intensive courses. Appendices include instructions for article analysis; types of library resources; discourse forms for content writing; and guidelines for peer evaluation of drafts, effective group behavior, journal keeping, and writing groups. (Author/AEF)

ED 395 602 IR 055 917

Waters, Donald; Garrett, John
Preserving Digital Information. Report of the Task Force on Archiving of Digital Information.
PUB DATE- 1 May 96
NOTE- 68p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Access to Information; *Archives; Certification; Cost Effectiveness; Cultural Relevance; Data Conversion; Information Networks; *Library Collections; Pilot Projects; *Preservation; Quality Control
IDENTIFIERS- Digital Libraries; Digitizing; *Electronic Libraries; Organizational Structure; Policy Issues; *Task Force Approach

The 21-member Task Force on Archiving of Digital Information was formed in December 1994 and spent a year studying what is needed to make digital libraries stable, accessible, and valid. Their final report is divided into the following sections: (1) "Introduction," which examines the fragility of cultural memory in a digital age and the limits of digital technology; (2) "The Challenge of Archiving Digital Information," a discussion of the obsolescence of certain digital media, migration of digital information to other hardware/software configurations or generations, legal and institutional issues, and the need for deep infrastructure; (3) "Information Objects in the Digital Landscape," which examines the issue of integrity of digital information, and stakeholder interests in that question; (4) "Archival Roles and Responsibilities," about the operating environment, migration strategies, and managing costs and finances; and (5) "Summary and Recommendations." One of the major findings of the study was that a process of certification was needed to create a climate of trust in this field of endeavor. The future needs a sufficient number of people who can be trusted to go to great lengths to store, migrate, and more than one full-time faculty member engaged in research on the colleges, should provide greater opportunities and avenues of service. Activities might include developing and disseminating a selected bibliography on recently completed doctoral dissertations related to community colleges, collecting and disseminating information related to the teaching of community college education, and developing a better data base of research on the field. Smaller programs can increase service activities through participation in national organizations, such as the Council of Universities and Colleges, to promote service to the field, discuss research, and share ideas regarding best practices. (TGI)

ED 395 620 JC 960 371

Darby, Barbara Ann
Mentoring Relationships and Beginning Nursing Practice: A Study of Professional Socialization.
PUB DATE- Apr 96
NOTE- 35p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12, 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Community Colleges; Job Skills; *Mentors; Needs Assessment; *Nurses; *Nursing Education; *Student Attitudes; Student Experience; *Student Needs; Two Year Colleges; *Vocational Adjustment

A study was conducted of graduates of an associate degree nursing program at a community college to explore issues related to early professional socialization in beginning nursing practice and to determine the influences of mentoring relationships on professional socialization. Focus group interviews were conducted with a sample of 31 graduates from May 1994 who had been working as nursing practitioners for 3 to 7 months. Based on responses, the issues of primary importance for beginning practitioners were related to the following: (1) pre-employment considerations, including unanticipated delays in finding employment and fears regarding job preparedness; (2) entry issues, such as concerns related to institutional support structures and relationships with team members; (3) the role of mentors, emphasizing their role in introducing graduates to the institutional culture, modeling technical and cognitive competence, and demonstrating characteristic behaviors and attitudes; (4) other factors that facilitate or hinder beginning practice, such as having self-help strategies and receiving feedback; and (5) making the transition from novice to professional. The findings supported the notion that professional socialization begins in formal educational programs and continues in the workplace. To prepare novices for the workplace, nursing education programs must include clinical experiences that progressively challenge students' abilities and focus on relationships with physicians and ancillary personnel. Contains 47 references. (TGI)

ED 395 621 JC 960 372

Community College Programs and Services for Special Populations and Underrepresented Groups, Fiscal Year 1995.
PUB DATE- Jun 96
NOTE- 20p.

survey of two-year college technical education, and related conferences and publications. The second section describes leveraged program support by divisions of EHR, including the Division of Undergraduate Education's support for advanced technological education (ATE), instrumentation and laboratory improvement, undergraduate faculty enhancement, and curriculum development; the Elementary, Secondary, and Informal Education Division's support of ATE, teacher development, and young scholars; and the Human Resource Development Division's support for the Alliances for Minority Participation and other projects. The final section reviews leveraged program support by the Research Directorates, focusing on the NSFNET and Network Infrastructure Program and a technology reinvestment program. Appendixes include recommendations from the Presidents' meeting, a list of two-year college awards by state for 1994-95, and a map of 1994-95 award recipients. Contains 12 detailed tables. (TGI)

ED 395 638   JC 960 392

Clagett, Craig A.
Maximum Impact: Research Strategies for Effective Institutional Management, Assessment, and Advocacy.
PUB DATE- Jun 96
NOTE- 218p.; Materials prepared for a workshop delivered prior to the Annual Summer Institute on Institutional Effectiveness and Student Success (Charleston, SC, June 22-26, 1996).
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Accountability; *College Outcomes Assessment; Community Colleges; Educational Administration; Educational Research; *Institutional Administration; Institutional Characteristics; *Institutional Evaluation; *Institutional Research; Program Effectiveness; Self Evaluation (Groups); Two Year Colleges
IDENTIFIERS- *Prince Georges Community College MD

Developed to help colleges enhance the effectiveness of their institutional research efforts, this workbook provides strategies for increasing effectiveness and examples of techniques and research from Maryland's Prince George's Community College (PGCC). First, an introduction summarizes the changing responsibilities of institutional research and suggests that research represents organizational intelligence in three areas: technical or analytical, issues, and contextual intelligence. The next section lists 25 strategies for maximizing the impact of institutional research on institutional management, assessment, and advocacy, citing knowledge of the institution and its environment as the most important strategy. Forty-five references are included in this section. The following section provides graphs and tables representing techniques used by PGCC's Office of Institutional Research and Analysis (OIRA), including tables of performance indicators, a graph of a project management system, results from a research user satisfaction survey, results from mid-year assessments of project status and achievements for 1994 and 1995, and outcomes from a staff recognition program. The final section provides examples of effective institutional research, including a market analysis, a student learning outcomes assessment, an assessment of county support for Maryland Community Colleges, and a county council budget presentation ratings and lower mean scores (4.3) achieved by programs in New York; uniformly high ratings of programs in Sweden (6.9); and mean scores of 5.4 (Spain) and 6 (Italy) for ratings of centers. Problems identified in using ECERS included the meaning of particular items on the scale, minimal standards, and omission of items and whole dimensions of experience. Advantages of using ECERS included the short time span for administering the scale and its ability to provide comparison measures on a number of criteria which child care professionals have agreed are significant. Limitations include unstated theoretical assumptions, a failure to differentiate among high quality programs, the omission of items that assess some aspects of programs, and the need for not only the child's experience but also the experience of workers and parents (and other stakeholders) to be taken into account when assessing quality. (DR)

ED 395 656 PS 023 982

Frost, Joe L.; And Others
A Parent's Guide to Playground Safety, and The Multiage Classroom: A Guide for Parents, and Multiple Intelligences: Different Ways of Learning. ACEI Speaks Series.
PUB DATE- 95
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Classroom Environment; *Cognitive Style; Comparative Analysis; Elementary Education; Grouping (Instructional Purposes); Injuries; Learning Processes; *Mixed Age Grouping; Parent Child Relationship; Parenting Skills; Parent Participation; *Playgrounds; Prevention; *Safety
IDENTIFIERS- Child Safety; *Multiple Intelligences; Playground Design; Playground Equipment

Three brochures for parents are presented. The first lists potential playground hazards and suggestions for improving playgrounds. The second describes benefits of the multiage classroom, comparing such a classroom with a traditional, single-grade class. The third brochure describes verbal, logical, visual, musical, and physical learning styles and provides tips on working with children to maximize these ways of learning. (LSH)

ED 395 657 PS 023 988

Youth Risk Behavior Survey Results, 1995. Executive Summary.
PUB DATE- 95
NOTE- 8p.; For 1993 Preliminary Survey Results, see ED 388 435. Chart contains small and filled print.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adolescents; Drinking; Drug Use; Eating Habits; Exercise; *High School Students; *Nutrition; Self Injurious Behavior; *Sexuality; Smoking; State Surveys; *Student Behavior; *Substance Abuse; Suicide; Tobacco; Venereal Diseases; *Violence
IDENTIFIERS- Adolescent Behavior; New Hampshire; *Risk Taking Behavior

An 84-item multiple choice Youth Risk Behavior Survey was in order to help parents and professionals involved with Head Start home-based programming in meeting the needs of young children and families. The directory lists a broad range of guides and resources on topics related to Head Start home-based programs. Each listing provides the resource title, supplier or author, resource type, description, and appropriate audience or users. Resources include books, guides, films, and videos. The sections of the directory are: (1) Administration (including information on choosing, funding, and coordinating the home-based option; staff training needs, recruitment, and selection; and advocating for services and program planning and solving strategies); (2) Education (including resources related to language development, socialization, behavior management, child development, individualization, screening and assessment, multicultural and non-sexist literature, and transitioning children to elementary school); (3) Disabilities (including material on advocacy, support groups, legal rights and responsibilities, behavior problems, testing and evaluation, family adjustments, and sibling issues); (4) Health (including medical, dental, and mental health resources, as well as nutritional services, safety, and first-aid; (5) Parent Involvement (including information on gifted children, support groups, behavior management, and general parenting); and (6) Social Services (including information on identifying difficulties, preventing and remedying problems such as abuse and neglect, making referrals, alternative families, families in crisis, and conflict resolution and cultural differences). Appendices include listings of agencies and organizations, newsletters and journals, toll free numbers, and training and technical assistance resources. An index to Spanish-language materials and organizations is included. (BGC)

ED 395 676   PS 024 217

The Statement of the Advisory Committee on Services for Families with Infants and Toddlers.
PUB DATE- Sep 94
NOTE- 50p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Advisory Committees; *Advocacy; *Educational Policy; Educational Research; Family Programs; *Federal Programs; Government Role; Infants; Parent Education; *Preschool Education; Program Descriptions; Toddlers
IDENTIFIERS- Department of Health and Human Services; *Project Head Start

This report outlines the views of the U.S. Department of Health and Human Services' 40-member Advisory Committee on Services for Families with Infants and Toddlers in regard to the Early Head Start Program. This program, introduced in 1995, is designed to provide services to children from birth to age 3 (and their families) who were not previously covered under the Head Start preschool education program. The report explains the background, vision, and goals of Early Head Start, and reviews research on child and family development that supports such services for infants, toddlers, and their families. Early Head Start is designed to be family-centered and community-based, and to follow principles that emphasize high quality; prevention and promotion; positive relationships and continuity; parent involvement; inclusion; culture; comprehensiveness, flexibility, responsiveness, and intensity; transition; and collaboration. The committee recommends that

Developmental Rating Scales, a project-designed instrument, evaluated physical, self-help, social, academic, and communicative development. The Kindergarten Teacher Questionnaire was used to obtain information on absences, referrals, and promotions and was completed during the last week of school. Results indicated that Cohort 1 prekindergarten and comparison children and families did not differ in any area. For Cohort 2, however, children completing prekindergarten differed from comparison children in several ways, including: (1) higher ratings in all five developmental areas; (2) fewer absences; and (3) more promotions to first grade. There was no difference in parent participation in kindergarten. For both prekindergarten and comparison groups, parent participation and school attendance were correlated with children's development and promotion. Prekindergarten children in center-based programs received higher first-grade ratings on social development than home-based children. (KDFB)

ED 395 694 PS 024 263

Quay, Lorene C.; And Others
The Longitudinal Evaluation of Georgia's Prekindergarten Program: Results from the Third Year.
PUB DATE- Apr 96
NOTE- 26p.; Paper presented at the Annual Convention of the American Educational Research Association (77th, New York, NY, April 8-12, 1996). For Executive Summary, see PS 024 262.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Comparative Analysis; Compensatory Education; Kindergarten; Longitudinal Studies; Parent Participation; *Preschool Education; *Program Evaluation; *School Readiness; Young Children
IDENTIFIERS- *Georgia

This report describes the second year of the longitudinal study (year 3 of the program) of Georgia's Prekindergarten children and families and presents kindergarten results, 1 year after program attendance. The sample was comprised of 534 kindergartners and families, half of whom had a full school year of the prekindergarten program. The comparison group, stratified on ethnicity, gender, and SES, was selected in equal numbers from three geographical areas in Georgia. A family questionnaire on demographics and use of social services was used to select the comparison group. Teachers completed three instruments: (1) The "Developmental Rating Scales," a project-designed instrument to assess physical, self-help, social, academic, and communicative development; (2) "Teacher Questionnaire," regarding absences, referrals, and promotions; and (3) "Family Participation in School Activities," ratings of participation in various parent opportunities. Results indicated that Prekindergarten children differed from comparison children in several ways including: (1) higher ratings in all five developmental areas; (2) fewer kindergarten absences; (3) more promotions to first grade; (4) higher mothers' occupational level. There was little difference in demographic variables and no difference in parent participation or the number of referrals for special services. For both prekindergarten and comparison groups, parent participation and school attendance were correlated with children's development and promotion. (Includes 12 tables and 1 figure.) (KDFB)

ED 395 695 PS 024 266

home; (6) travel in planes, trains, automobiles, and other conveyances; (7) use of strollers, bicycles, and skates; (8) playgrounds and pools; (9) strangers; (10) seasonal safety; and (11) pets. Each section concludes with a summary of "very important tips." A list of resources is appended. Contains 17 references. (HTH)

ED 395 713 PS 024 347

Brophy, Jere
Enhancing Students' Socialization: Key Elements. ERIC Digest.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- May 96
NOTE- 3p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Behavior Change; Change Strategies; Classroom Environment; Classroom Techniques; *Counseling; Elementary Secondary Education; Interpersonal Competence; *Modeling (Psychology); Prosocial Behavior; Social Adjustment; *Socialization; Student Behavior; *Students; Teacher Characteristics; Teacher Expectations of Students; *Teachers; *Teacher Student Relationship
IDENTIFIERS- *Authority; Authority Figures; ERIC Digests

Coping with students who display social adjustment problems can be frustrating. However, teachers can take actions toward minimizing classroom conflicts by socializing students into a classroom environment conducive to learning. Modeling prosocial behavior is the most basic element for enhancing student socialization. In situations in which prosocial behavior is difficult for students to learn, modeling may have to be supplemented with instruction in social skills and coping strategies. Consistent projection of positive expectations, attributes, and social labels to students may also have a significant impact on fostering self-esteem and increasing motivation toward exhibiting prosocial behaviors. Teachers, as the authority figure in the classroom, need to be authoritative rather than authoritarian or laissez-faire. Teachers have the right and the responsibility to exert leadership and control, but they increase their chances of success if they are supportive of students and ensure that students understand the reasons behind their demands. Basic socialization and counseling skills may also be helpful when working with individual students who display chronic problems in adjustment. Useful counseling skills and approaches include teachers reassuring students of their continued concern despite provocative behavior; monitoring students closely and intervening nondisruptively if necessary; dealing with students' problems in sustained ways; avoiding power struggles; using active listening; insisting that students accept responsibility for their own behavior; and developing relationships with students' parents. Attributes of teachers that contribute to their success in socializing students include: (1) social attractiveness, based on cheerfulness and sincerity; (2) ego strength, exhibited in self-confidence; (3) realistic perceptions of self and students; (4) ability to be friendly but not overly familiar with students; (5) clarity about teacher roles; (6) patience and determination; (7) acceptance of the individual; and (8) the ability to state and act on firm but flexible limits. (BC)

ED 395 714 PS 024 348

Cultural Maintenance; Educational Policy; Elementary Secondary Education; *Eskimo Aleut Languages; Federal Legislation; Indigenous Populations; *Language Maintenance; *Public Policy; Self Determination
IDENTIFIERS- Endangered Languages; *Language Policy

Although American Indian and Alaska Native communities have largely won the legal right to maintain their languages and cultures, they lack the "effective right" to do so. The effective right means access to the tools for getting the job done--the knowledge, strategies, and resources necessary to resist destruction of languages and cultures. This rationale and needs statement documents the importance of indigenous languages as an irreplaceable cultural knowledge and as a cornerstone of indigenous community and family values. It reviews past government policies to eradicate indigenous languages and the reversal of those policies with the new federal policy of Indian self-determination over the last quarter century. In the 1990s, support for self-determination and for the maintenance of Native languages and cultures has been demonstrated by the Native American Languages Act of 1990, the work of the Indian Nations At Risk Task Force and the White House Conference on Indian Education, and the United Nations International Year for the World's Indigenous People. Following a summary of tribal educational and language policies, several courses of action are recommended to assist Native communities in developing the effective right to maintain their languages. These actions focus on fostering innovative community-based strategies, directing research toward analyzing community-based successes, fostering cooperation between communities and organizations, and promoting heightened consciousness of the catastrophic effects of language loss for both language minorities and the mainstream population. Contains 27 references. (SV)

ED 395 730 RC 020 519

Burnaby, Barbara
Aboriginal Language Maintenance, Development, and Enhancement: A Review of Literature.
PUB DATE- 96
NOTE- 20p.; In: Stabilizing Indigenous Languages; see RC 020 517.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *American Indian Education; *American Indian Languages; American Indians; Bilingual Education; *Canada Natives; Educational Policy; Elementary Secondary Education; *Eskimo Aleut Languages; Foreign Countries; Higher Education; Indigenous Populations; *Language Maintenance; Language Usage; Literature Reviews; *Native Language Instruction
IDENTIFIERS- Canada; Endangered Languages; *Language Policy; United States

This paper offers a general review of literature relating to the maintenance, development, and enhancement of Aboriginal languages in North America, particularly Canada. Drawing primarily on sociolinguistics, several concepts about language usage and change are outlined that are useful for the purposes of thinking about language maintenance. Next, the current status of Aboriginal languages in Canada is considered through census figures and other broad data, national surveys of factors that influence language change and maintenance, scales of language vitality, and comparisons with recent immigrant

Rivera's professional life includes his curriculum vita and a memoir by Rolando Hinojosa. Essays and lectures in honor of Tomas Rivera include: (1) "Searching: When Old Dreams Find Their Youth Again" (John David Maguire); "Facing the Facts about Mexican America" (Alfredo G. de los Santos, Jr.); "No Limits but the Sky (El cielo es el limite)" (W. Ann Reynolds); "Nociones sobre el arte narrativo en '...y no se lo trago la tierra' de Tomas Rivera" (Teresa B. Rodriguez); and "Ritual and Religion in Tomas Rivera's Work" (Santiago Daydi-Tolson). This book also includes poems and letters written in Rivera's memory, a description of the Tomas Rivera Archive at UCR, photographs, and a bibliography of writings about Tomas Rivera and his works. (SV)

ED 395 747 RC 020 619

Duncombe, William; And Others
Potential Cost Savings from School District Consolidation: A Case Study of New York.
PUB DATE- Feb 94
NOTE- 47p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Cost Effectiveness; Cost Estimates; Economic Research; Educational Economics; Educational Policy; Efficiency; Elementary Secondary Education; Models; *Productivity; *School District Reorganization; *School District Size
IDENTIFIERS- *Economies of Scale; *New York; Small School Districts

Considerable interest in consolidation or reorganization of school districts derives from the perception that consolidation produces significant cost savings due to scale economies in the provision of education. This paper examines potential cost savings from consolidation of New York school districts--an initiative actively encouraged by the State. It extends past research on consolidation by developing a theoretical framework that distinguishes several dimensions of economies of scale and defines an empirical cost function for schooling. Data were used from 610 of 696 New York school districts in 1990 (omitting New York City, among others). The results indicate potentially sizeable cost savings from consolidation of districts with fewer than 500 pupils. Using such districts as candidates for consolidation, the study examines in detail the implications of merging these districts with a neighboring district. Findings reveal that relatively few New York districts are strong candidates for full consolidation, although some may benefit from sharing of administrative and support functions. The estimated cost model also sheds light on potential diseconomies associated with large urban school districts. While findings apply directly to New York, the method developed here has general relevance to state education policy by helping to target school districts as candidates for consolidation, and, where consolidation is not feasible, adjusting state aid formulas to reflect more accurately the cost impacts of scale. Contains 38 references and 8 data tables and figures. (Author/SV)

ED 395 748 RC 020 621

Curriculum Perspectives: Challenges for the Future. Proceedings of a Binational Symnposium = Perspectivas curriculares: Retos para el futuro. Actas del simposio binacional (Austin, Texas,

147. Prepared with assistance from British Airways, Friends of the National Zoo, Howard Hughes Medical Institute, and Smithsonian Outreach Fund.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Animals; Conservation (Environment); Elementary Education; *Environmental Education; Science Activities

This is the fourth program in the Science Safari series produced by the Fairfax Network of the Fairfax County (Virginia) Public Schools. It focuses on large animals, their life, advantages and disadvantages of their size, and the adaptations that allow them to survive in their environments. The large animals highlighted include the Komodo dragon, the gorilla, the giraffe, the ostrich, the tarantula, the giant panda, and the elephant. The work of the National Zoo in ensuring the survival of species that are on the brink of extinction is also highlighted. This document includes background information and activities. (JRH)

ED 395 768 SE 058 157

Green, Moira D.
474 Science Activities for Young Children.
PUB DATE- 96
NOTE- 505p.
LANGUAGE- English
EDRS Price- MF02 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Cognitive Development; Demonstrations (Science); Elementary Education; Interdisciplinary Approach; Mathematical Applications; Multicultural Education; *Science Activities; *Whole Language Approach

This book uses a child-initiated, whole language approach to help children have fun while exploring the world of science. The activities are divided into 23 units. Each unit begins with an "Attention Getter," the purpose of which is to introduce the unit to children in a way that grabs their attention, stimulates their interest, and creates excitement about the discoveries they will be making. Activities in this book range across the curriculum and include: science, math, movement, language arts, multicultural diversity, dramatic play, social studies, and motor and cognitive development. Units include: Color Capers, Woodworks, Reflections, Feather Frenzy, Hot, Warm, and Cold, Shadow Shenanigans, Thingamajigs, Fluid Forms, Sound Makers and Conductors, The Five Senses, Magnificent Magnifiers, Kitchen Kaboodle, Soap Science, Air and Wind, Good Grief! It's Gravity, Seed-Sational, Outer Space, Diggable Dirt, Fat-Tastic, Marvelous Motion, Fabulous Fungi, Tater Time, and Waxworks. (JRH)

ED 395 769 SE 058 160

Barrows, Howard S.
Practice-Based Learning: Problem-Based Learning Applied to Medical Education.
PUB DATE- 94
NOTE- 145p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

groups and audiotapes of stimulated-recall interviews of the individual students. The results suggest the importance of higher level processes used when students talk about the problem with their peers. A continuous interplay of talking about the problem and doing the problem appeared to be necessary for successful problem solving and maximum student involvement. Perceptions, particularly those of higher and lower-ability students, provided an understanding of the observed problem-solving behaviors within groups. The assessment system shows promise of being a powerful tool for examining the internal dynamics of mathematical problem solving in a small-group setting. Contains 25 references. (Author)

ED 395 788 SE 058 374

Ferguson, Nicole; Vazquez-Abad, Jesus
An Exploration of the Interplay of Students' Dispositions to Critical Thinking, Formal Thinking and Procedural Knowledge in Science.
PUB DATE- Apr 96
NOTE- 32p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Critical Thinking; Foreign Countries; Formal Operations; Junior High Schools; *Junior High School Students; Pretests Posttests; *Science Education; Science Process Skills; *Thinking Skills
IDENTIFIERS- Canada

This paper describes part of a study undertaken to examine the relationship between dispositions to critical thinking, procedural knowledge in science, and formal reasoning. Three tests were administered to 346 grade 7 students at the beginning and at the end of the school year: California Critical Thinking Dispositions Inventory, Group Assessment of Logical Thinking, and Test of Integrated Process Skills II. Results indicated a possible link between scientific thinking and formal thinking but no relationship between critical thinking dispositions and formal thinking or between critical thinking dispositions and procedural knowledge in science. (Contains 7 tables, 2 figures, and 42 references.) (MKR)

ED 395 789 SE 058 375

Jenkins, Edgar W.
Legislating and Assessing Procedural Knowledge in Science.
SPONS. AGENCY- Economic and Social Research Council, Lancaster (England).
PUB DATE- Apr 96
NOTE- 17p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-11, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- British National Curriculum; Educational Philosophy; Elementary Secondary Education; Evaluation; Foreign Countries; *Inquiry; *Investigations; Science Curriculum; *Science Process Skills

in East Africa" (V. M. Lawrence). Appendices contain mini-workshops and ABLE membership list. (MKR)

ED 395 810 SE 058 425

Goldman, Corey A., Ed.
Tested Studies for Laboratory Teaching. Proceedings of the Workshop/Conference of the Association for Biology Laboratory Education (ABLE) (15th, Toronto, Ontario, Canada, June 8-12, 1993). Volume 15.
PUB DATE- 94
NOTE- 390p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Biology; *College Science; Higher Education; Science Activities; Science Education; *Science Experiments; *Science Instruction; Teacher Workshops

The focus of the Association for Biology Laboratory Education (ABLE) is to improve the undergraduate biology laboratory experience by promoting the development and dissemination of interesting, innovative, and reliable laboratory exercises. This proceedings volume contains 18 papers: "Human DNA Fingerprinting by Polymerase Chain Reaction" (M. V. Bloom); "Polyacrylamide Gel Electrophoresis (PAGE) of Blood Proteins" (J. C. Mordacq & R. W. Ellington); "Transposon Mutagenesis of "Rhodobacter sphaeroides'" (T. Paustian & R. Kurtz); "Isolating Multiple Strains of 'Escherichia coli' for Coliphage Isolation, Phage-typing, and Mutant Recovery" (R. A. Levin); "Building Molecular Models of DNA, Protein, and Lipids" (A. L. Cordon & N. A. Straus); "Invertase Activity in Root Growth" (C. J. Perumalla, J. A. Hellebust, & C. A. Goldman); "The Hill Reaction: In Vitro and In Vivo Studies" (E. A. Funkhouser & D. E. Balint); "Determining Hemolymph Volume of the Cockroach" (J. J. B. Smith); "The Immune System: Red Cell Agglutination in Non-Humans" (F. W. Quimby & N. V. Ridenour); "An Analysis of Bone/Muscle Movement" (A. C. Jacklet); "Were Dinosaurs Cold- or Warm-Blooded?: An Exercise in Scientific Inference" (G. R. Hurlburt); "Inbreeding Depression and the Evolutionary Advantage of Outbreeding" (C. G. Eckert); "Phylogenetic Systematics: Developing an Hypothesis of Amniote Relationships" (D. R. Brooks, D. A. McLennan, J. P. Carney, M. D. Dennison, & C. A. Goldman); "Light-Induced Phenotypic Plasticity in Plants" (D. E. Ryerson & N. G. Dengler); "When Do Adaptive Mutants Arise in Yeast?" (M. D. Dennison & C. A. Goldman); "Predator-Prey Coevolution" (L. R. Van Thiel); "The Evolution of Cooperative Behavior" (A. Lynch); and "An Investigation of the Behavior of the Pea Aphid, 'Acyrthosiphon pisum'" (J. C. Sharp & M. Andrade). Appendices contain additional mini-workshops and cumulative author and subject indexes. (MKR)

ED 395 811 SE 058 426

Goldman, Corey A., Ed.
Tested Studies for Laboratory Teaching. Proceedings of the Workshop/Conference of the Association for Biology Laboratory Education (ABLE) (16th, Atlanta, Georgia, June 7-11, 1994). Volume 16.
PUB DATE- 95
NOTE- 273p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Biology; *College Science; Higher Education;

ED 395 830 SE 058 592

Carroll, William M.
Mental Computational Skills of Students in a Reform Mathematics Curriculum.
SPONS. AGENCY- National Science Foundation, Arlington, VA.
PUB DATE- Apr 96
NOTE- 12p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Arithmetic; *Cognitive Ability; Demonstration Programs; *Elementary School Students; Grade 5; Intermediate Grades
IDENTIFIERS- *Mental Computation; *University of Chicago School Mathematics Project

This paper presents research conducted as part of the field test of the University of Chicago School Mathematics Project's (UCSMP) curriculum, Fifth Grade Everyday Mathematics. The UCSMP curriculum is one of the current reform programs funded by the National Science Foundation to implement the Standards of the National Council of Teachers of Mathematics. In this study a timed mental computation test was given to (n=78) fifth-grade students who had been in the UCSMP curriculum since kindergarten. The UCSMP students outperformed the baseline group on all but one of the 25 items. During interviews UCSMP students rarely used a mental version of a paper-and-pencil method and tended to employ some of the methods used by good mental calculators. (MKR)

ED 395 831 SE 058 635

Energy Education Resources: Kindergarten through 12th Grade. Revised.
PUB DATE- 4 Mar 96
NOTE- 112p.; For earlier edition, see ED 370 791.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Educational Resources; Elementary Secondary Education; *Energy Education

This publication is the result of a study undertaken by the National Energy Information Center (NEIC) to provide its customers with a list of generally free or low-cost energy-related educational materials available for students and educators. Each entry includes the address, telephone number, and description of the organization and the energy-related materials available. Where available, Internet and electronic mail addresses are included. (JRH)

ED 395 832 SO 022 778

Marshall, Ray; Tucker, Marc
Thinking for a Living: Education and the Wealth of Nations.
PUB DATE- 92
NOTE- 283p.; Title page title varies: "Thinking for a Living: Work, Skills, and the Future of the American Economy."
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position

internment of some 122,000 Japanese Americans during World War II by Executive Order 9066. The documents cover the time span from the Executive Order in 1942 to 1988 when the U.S. government formally acknowledged the injustice of the internment and provided restitution to the victims. The documents include: (1) photograph of children reciting Pledge of Allegiance at Rafael Weill Elementary School, San Francisco, California, April 20, 1942; (2) photograph of drugstore closing in "Little Tokio," Los Angeles, California, April 11, 1942; (3) photograph of grandfather and grandchildren awaiting evacuation bus, Hayward, California, May 8, 1942; (4) photograph of Tule Lake internment camp, Newell, California, March 20, 1946; (5) galley proof, recommendation of Western Growers Protective Association, February 8, 1942, testimony before the Select Committee Investigating National Defense Migration, House of Representatives, 77th Congress, 2d session; (6) Executive Order 9066, February 19, 1942; (7) Public Law 503, March 21, 1942; (8) Broadside, Civilian Exclusion Order No. 108, July 22, 1942; (9) report on Relocation and the Constitution, August 12, 1942; (10) interview with James Kajiwara, August 11, 1981, Commission on Wartime Relocation and Internment of Civilians; (11) Public Law 100-383, August 10, 1988; and (12) newspaper column, "The Fifth Column on the Coast," by Walter Lippman, February 12, 1942. (EH)

ED 395 853 SO 025 892

Freedman-Apsel, Joyce, Ed.; Fein, Helen, Ed.
Teaching about Genocide. A Guidebook for College and University Teachers: Critical Essays, Syllabi, and Assignments.
PUB DATE- 92
NOTE- 115p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Anti Semitism; Civil Rights; Cross Cultural Studies; Cultural Differences; *Ethnic Groups; *Ethnic Studies; Higher Education; Jews; *Minority Groups; Multicultural Education; *Race; Racial Relations; Religious Cultural Groups; *Social Bias; Social Discrimination
IDENTIFIERS- *Genocide

This guidebook is an outgrowth of a 1991 conference on "Teaching about Genocide on the College Level." The book is designed as an introduction to the subject of genocide to encourage more teachers to develop new courses and/or integrate aspects of the history of genocide into the curriculum. The book is divided into two parts. Part 1, "Assumptions and Issues," contains the essays: (1) "The Uniqueness and Universality of the Holocaust" (Michael Berenbaum); (2) "Teaching about Genocide in an Age of Genocide" (Helen Fein); (3) "Presuppositions and Issues about Genocide" (Frank Chalk); and (4) "Moral Education and Teaching" (Mary Johnson). Part 2, "Course Syllabi and Assignments," contains materials on selected subject areas, such as anthropology, history, history/sociology, literature, political science, psychology, and sociology. Materials include: "Teaching about Genocide" (Joyce Freedman-Apsel); (2) "Destruction and Survival of Indigenous Societies" (Hilda Kuper); (3) "Genocide in History" (Clive Foss); (4) "History of Twentieth Century Genocide" (Joyce Freedman-Apsel); (5) "Comparative Study of Genocide" (Richard Hovannisian); (6) "The History and Sociology of Genocide" (Frank Chalk; Kurt Jonassohn); (7) "Literature of the Holocaust and Genocide" (Thomas Klein); (8) "Government Repression and Democide" (R. J.

First Amendment's creation. The chapter also demonstrates how tolerance is the Amendment's primary theme. The second, third, and fourth chapters address how specific Supreme Court cases related to freedom of religion, freedom of speech, and freedom of the press support the nation's goal of a tolerant society. The last chapter illustrates how citizens play a vital role in fostering tolerance by ensuring constitutional values within their own communities. After reading the book and discussing specific issues, students should understand that by working together, people can build a more tolerant society. The teacher's resource provides a variety of instructional activities to help teachers make use of the accompanying student text. The activities and text can be integrated into and enhance courses such as U.S. history, government, civics, and law. Each unit includes student objectives, a list of terms and concepts, and classroom activities, some of which use case studies that focus on tolerance and the First Amendment. Student handouts accompany many of the activities. (LH)

ED 395 874   SO 026 399

Sass, Charles R.
One Nation Under God? School Prayer and the First Amendment. Teacher's Guide.
PUB DATE- 95
NOTE- 26p.; Matching videotape not available from ERIC.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Citizenship Education; Civics; *Civil Liberties; Constitutional History; *Constitutional Law; Elementary Secondary Education; Instructional Materials; *Law Related Education; Learning Activities; Religion; *School Prayer; Social Studies; *State Church Separation; Teaching Methods; Thinking Skills; United States History
IDENTIFIERS- Bill of Rights; Close Up Program; Establishment Clause; *First Amendment; United States Constitution

This teacher's guide is designed to accompany the two-part videotape "One Nation Under God? School Prayer and the First Amendment." The videotape and teacher's guide should help students to: (1) understand the history of freedom of religion and the First Amendment; (2) examine the controversy surrounding school prayer; (3) compare and contrast the many perspectives and viewpoints Americans have on school prayer, moment of silence requirements, the First Amendment, freedom of religion, and the Establishment Clause; and (4) develop informed opinions about the issue and discuss the future of school prayer. The guide contains four activities that employ student handouts. The activities provide a variety of educational experiences for students, including: class discussions, small-group work, research, and writing. The active learning approach encourages students to go beyond recognition or knowledge of facts to begin analyzing, synthesizing, and evaluating the issues and concepts being studied. (LH)

ED 395 875   SO 026 400

Thompson, Marcia A.; Sass, Charles R.
For Which It Stands: Flag Burning and the First Amendment. Teacher's Guide.
PUB DATE- 95
NOTE- 24p.; Matching videotape not available from ERIC.

involvement of parties from both institutions; (3) schools and universities should identify self-interests, mutual benefits, and joint goals from the outset. In the "collaborative school" model, school and university professionals share status and goals, and time is allowed for inquiry. School and university faculty staff the PDS and spend about half of their school day teaching and the balance engaged in reflection, research, and teaching in the university's teacher education program. Collaborative schools have an active research agenda, supported by technical assistance from professional researchers. Administrative and financial support are shared. (IAH)

ED 395 896 SP 036 672

Manitoba Physical Education Assessment 1993. English Language Schools: Grades 4, 8, 11. Final Report.
PUB DATE- Aug 95
NOTE- 117p.; For a related document, see SP 036 673.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Athletics; Elementary School Students; Elementary Secondary Education; Foreign Countries; Grade 4; Grade 8; Grade 11; *Health Related Fitness; Higher Education; Inservice Teacher Education; Performance Tests; Physical Activity Level; *Physical Education; *Physical Education Teachers; *Physical Fitness Tests; Preservice Teacher Education; Program Evaluation; Secondary School Students; Student Development; Surveys; Teacher Attitudes
IDENTIFIERS- *Manitoba

This study assessed the strengths, weaknesses, and degree of implementation of the Manitoba (Canada) Physical Education curriculum in grades 4, 8, and 11. This report presents the conclusions and recommendations resulting from a review and interpretation of the findings by the Physical Education Educators on the grade level Technical Advisory Committees. At each grade level, the assessment consisted of a student performance test, a student written test, and a teacher survey. The six major learning goals at each grade level were consistent even though the specific objectives varied from one grade level to another; the fitness portion of the performance test was consistent across the three grade levels as well. In general, results were positive and indicated that the curriculum was well covered, with males showing higher fitness than females, except in flexibility. At Grades 4 and 8, a sizeable proportion of students did not receive the recommended minimum of time for physical education classes; at all three grade levels, there was a de-emphasis in Rhythm and Dance, Aquatics, and Gymnastics. In reporting to parents, evaluation concentrated on behavior, participation, and effort; skills, fitness, and knowledge of concepts received little attention. The level of teacher qualification correlated with teaching assignment; the least qualified teachers were found at Grade 11. Appendices include the detailed procedures of the Physical Education Assessment and a listing of the members of the Technical Advisory Committees. (NAV)

ED 395 897 SP 036 673

Manitoba Physical Education Assessment 1993. French Immersion Program: Grades 4, 8, 11. Final Report = Evaluation de L'Education Physique (1993).
PUB DATE- Aug 95
NOTE- 222p.; For a related document, see SP 036 672.

and finally to substantive reflection in the connective/extensive and proflective modes. The teacher responded with a type of comment appropriate to the students' journal entry. (Contains 59 references.) (ND)

ED 395 912 SP 036 711

Tutt, Betty; Newbold, Susan
Collaborating for Quality: Partnerships for Excellence through Education Reform.
PUB DATE- Feb 96
NOTE- 8p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (48th, Chicago, IL, February 21-24, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Change; *Educational Improvement; Elementary Secondary Education; *Faculty Development; Higher Education; Mathematics Education; *Partnerships in Education; *Preservice Teacher Education; Professional Development Schools; School Districts; Science Education; Special Education; *Teacher Education Programs
IDENTIFIERS- *William Woods University MO

The teacher education program at William Woods University (WWU) in central Missouri has developed five partnership projects that have served as the impetus for the gradual restructuring of the university's education program into a more holistic, interdisciplinary experience for the preservice teacher. This restructuring effort has blended professional development opportunities for K-12 educators and higher education faculty. The projects are: (1) an annual special education conference, which has been in place for 10 years, including a paraprofessional training segment introduced during the past two years; (2) two grants from the federal Eisenhower Professional Development Program to promote professional development in mathematics and sciences ("Mathematics and Science Teacher Education Resources" focusing on techniques for helping students, especially female students, in grades 3-8, and "Science and Math Are for Everyone" centering on incorporating technology into the teaching-learning process of both regular and special education science and mathematics curricula); (3) "Mid-Missouri Re:Learning Cluster" a collaborative effort between institutions of higher education and three central Missouri school districts; (4) a professional development school relationship with a local elementary school; and (5) the "Connection Project," a professional development effort funded by the Missouri Department of Elementary and Secondary Education and housed at WWU. (ND)

ED 395 913 SP 036 712

Lesar, Sharon; And Others
Preparing Elementary Education Teachers for Inclusive Settings: A Constructivist Teacher Education Program.
PUB DATE- Apr 96
NOTE- 18p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 11, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..."

and curriculum, and a more objective reflection on their own teaching. The most emphatic points made by the mentors centered on their astonishment regarding the magnitude and direction of their personal and professional growth apart from their direct work with the beginning teachers. In general, this sense of professionalism was evidenced in their comments about three aspects of the program: the freedom to create one's own time schedule, the development of a broader view of the district and education as a whole, and the desire to continue professional growth. Recommendations for staff developers for use in mentoring programs and stimulating professional development are presented. (Contains 15 references.) (JPB)

ED 395 931 SP 036 935

What Matters Most: Teaching for America's Future. Report of the National Commission on Teaching & America's Future.
SPONS. AGENCY- Carnegie Corp. of New York, N.Y.; Rockefeller Foundation, New York, N.Y.
PUB DATE- Sep 96
NOTE- 161p.; Accompanying videotape not available from ERIC.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Academic Standards; Accountability; Accreditation (Institutions); Change Strategies; *Educational Change; Elementary Secondary Education; Futures (of Society); Higher Education; Preservice Teacher Education; *Program Improvement; *School Effectiveness; State Standards; Student Improvement; Teacher Certification; *Teacher Education Programs; *Teacher Improvement; *Teacher Qualifications; Teacher Recruitment
IDENTIFIERS- National Commissions; *Reform Efforts

The premises of this 2-year study are: first, what teachers know and can do is the most important influence on what students learn; second, recruiting, preparing, and retaining good teachers is the central strategy for improving our schools; and third, school reform cannot succeed unless it focuses on creating conditions in which teachers can teach and teach well. This report focuses on perceived barriers to achieving these goals: (1) low expectations for student performance; (2) unenforced standards for teachers; (3) major flaws in teacher preparation; (4) slipshod teacher recruiting; (5) inadequate induction for beginning techers; (6) inadequaate professional development opportunities and few rewards for knowledge and skill; and (7) schools that are structured for failure rather than success. To address these concerns, five major recommendations are offered: get serious about standards for both students and teachers; reinvent teacher preparation and professional development; fix teacher recruitment and put qualified teachers in every classroom; encourage and reward teacher knowledge and skill; and create schools that are organized for student and teacher success. Five appendixes provide a schedule of commission meetings and forums; lists of presentations, advisers, research contributors, and commissioned papers; and state-by-state data on indicators of attention to teaching quality, July 1996. (LL)

ED 395 932 TM 024 734

Costa, Arthur L., Ed.; Kallick, Bena, Ed.
Assessment in the Learning Organization: Shifting the Paradigm.
PUB DATE- 95
NOTE- 231p.
LANGUAGE- English

are demonstrated, and it is recommended that researchers, teachers, and psychologists instead utilize generalizability-theory estimates of reliability. Heuristic examples and detailed explanations make this discussion accessible even to those who are uninitiated in either classical test theory or generalizability theory. (Contains 2 figures, 10 tables, and 18 references.) (Author)

ED 395 951 TM 025 019

Woolley, Kristin K.
Revised Thinking about the Nature of Score Validity.
PUB DATE- 25 Jan 96
NOTE- 15p.; Paper presented at the Annual Meeting of the Southwest Educational Research Association (New Orleans, LA, January 25, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Models; *Scores; *Standards; *Test Interpretation; *Test Theory; *Validity
IDENTIFIERS- *Consequential Evaluation

The theory of score validity has undergone several revisions within the measurement community. The current consensus among professionals is a rejection of the trinitarian doctrine (J. P. Guion, 1980) of score validity and the recognition of a unified view that includes social consequences of test interpretation and use. While some aspects of the "unified theory" (S. Messick, 1989) are controversial, the integration of this view is already changing professional standards. This paper reviews the history of score validity and the ongoing research concerning alternate approaches to validity theory. The paper also challenges the attempt to add "consequential validity" as a new validity construct. The concept of social consequences as a validity question leads to a multitude of problems of measurement that researchers may hesitate to address. (Contains 12 references.) (Author/SLD)

ED 395 952 TM 025 020

Arnold, Margery E.
The Effects of Two Types of Sampling Error on Common Statistical Analyses.
PUB DATE- 25 Jan 96
NOTE- 19p.; Paper presented at the Annual Meeting of the Southwestern Educational Research Association (New Orleans, LA, January 25, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Error of Measurement; Research Methodology; *Sample Size; Sampling; *Statistical Analysis; Statistical Distributions
IDENTIFIERS- *Sampling Error; *Variability

Sampling error refers to variability that is unique to the sample. If the sample is the entire population, then there is no sampling error. A related point is that sampling error is a function of sample size, as a hypothetical example illustrates. As the sample statistics more and more closely approximate the population parameters, the sampling distributions have less and less variability, and the standard error (standard deviation of the sampling distribution) decreases until there is no sampling error. Sampling error is two dimensional in that the effects of

ED 395 973 TM 025 111

Martinez, Michael E.
A Comparison of Multiple-Choice and Constructed Figural Response Items.
PUB DATE- Oct 90
NOTE- 39p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; *Constructed Response; Difficulty Level; Elementary Education; *Elementary School Students; Field Tests; Guessing (Tests); High Schools; *High School Students; *Multiple Choice Tests; Research Needs; Sciences; *Test Items
IDENTIFIERS- *Figural Response Items; National Assessment of Educational Progress

In contrast to multiple-choice test questions, figural response items call for constructed responses and rely upon figural material, such as illustrations and graphs, as the response medium. Figural response questions in various science domains were created and administered to a sample of 347 fourth, 365 eighth, and 322 twelfth graders. Data were gathered in conjunction with field testing for the 1990 National Assessment of Educational Progress. Item and test statistics from parallel sets of figural response and multiple-choice questions were compared. Figural response items were generally more difficult, especially for questions that were difficult (p .5) in their constructed-response forms. Figural response questions were also slightly more discriminating and reliable than their multiple-choice counterparts, but had higher omit rates. The paper addresses the relevance of guessing to figural response items and the diagnostic value of the item type. Plans for future research on figural response items are discussed. An appendix describes figural response items. (Contains 3 tables, 10 figures, and 20 references.) (Author/SLD)

ED 395 974 TM 025 112

Grandy, Jerilee
Comparison of Expected with Actual Field of Graduate Study: An Analysis of GRE Survey Data. GRE Board Professional Report No. 87-02P.
SPONS. AGENCY- Graduate Record Examinations Board, Princeton, N.J.
PUB DATE- Sep 90
NOTE- 65p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Aspiration; Background; Blacks; Career Choice; Change; *College Students; *Enrollment; Grades (Scholastic); *Graduate Study; Higher Education; Hispanic Americans; Intellectual Disciplines; *Majors (Students); Questionnaires; Regression (Statistics); *Scores; Surveys; Test Results; Whites
IDENTIFIERS- Graduate Record Examinations

This study analyzed data from a survey conducted in 1987. The sample consisted of 2,136 examinees who took the Graduate Record Examination (GRE) during 1986-87. The purpose was to determine how well the intended field-of-study item in the GRE background questionnaire can be relied on as an indicator of what examinees will actually study in graduate school at the beginning of the next academic year. Fifty-six percent of the

1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Chemistry; *College Students; *Constructed Response; Curriculum; Essay Tests; Higher Education; High Schools; *High School Students; Performance Based Assessment; *Psychological Patterns; *Student Attitudes; *Test Construction; Test Items
IDENTIFIERS- Advanced Placement Examinations (CEEB); *Choice Behavior

It has been found that when examinees are allowed to choose a subset of constructed response (CR) items to answer on a test, they tend to choose differently and often perform lower on more popularly chosen items. The purpose of this study was to examine this finding. Using an experiment that incorporated a revised Advanced Placement (AP) Chemistry examination and a well-designed questionnaire, this study revealed a series of psychological factors that consistently influence examinee's choices of CR items. The instrument package was administered to 680 students in Hawaii at 4 levels of college and high school chemistry study. The national choice pattern of the five essays was well replicated by the Hawaiian students, indicating the existence of a consistent influence on examinees' choices. This influence was attributed to the commonality of chemistry curricula and textbooks. Students' perception of essay difficulty did accurately predict and account for the popularity of essay choices, and their perception of content dimensionality of essays coincided with their choices. The findings from this study offer a number of suggestions regarding CR item pretesting and test construction and a wide range of application possibilities for performance-oriented examinations. An appendix contains the survey and test kit. (Contains 3 tables, 4 figures, and 15 references.) (Author/SLD)

ED 395 993 TM 025 189

Neapolitan, Jane E.
Developing a Conceptual Framework toward Change: A Cross-Case Analysis of Six Career Changers.
PUB DATE- Feb 96
NOTE- 34p.; Paper presented at the Annual Meeting of the Eastern Educational Research Association (Cambridge, MA, February 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Beginning Teachers; *Beliefs; *Career Change; Individual Development; Models; *Professional Development; Teacher Role; *Teaching (Occupation)

The purpose of this study was to examine the extent to which beginning teachers who are career changers hold proactive beliefs about teaching. The beliefs of six career-changers (four males and two females, aged 25 to 45 years) were examined by means of in-depth interviews concerning their academic histories, previous careers, teacher preparation experiences, and general philosophy about school improvement. Cross-analysis of the qualitative data resulted in a Conceptual Framework toward Change. This framework suggests that career changers may be proactive in their approaches to teaching to the extent that they are capable of: (1) identifying with the new role of teacher; (2) having an investigatory focus on their work in the classroom; and (3) resolving developmental issues in their teach about different cultural groups by adding to the standard curriculum. But the fullest programs alter the standard curriculum fundamentally and add multicultural information to all school subjects. Many multicultural education programs focus on raising the achievement levels of culturally or linguistically different students. These programs take many forms, but they are similar in aiming to help certain students learn as well and as much as students who are already high achievers. These programs can be viewed as compensatory. Still other programs focus on social issues and the cultural and political climate of the school. This type of multicultural education emphasizes human relations and uses parts of the other two types of multicultural education. Such programs may try to reduce racial tensions and to promote learning several languages ("multilingualism"). (SLD)

ED 396 012 UD 030 952

Schwartz, Wendy
A Community Guide to Youth Anti-Bias and Conflict Resolution Programs. For Parents/about Parents.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 95
NOTE- 5p.; Based on "Anti-Bias and Conflict Resolution Curricula: Theory and Practice," a digest written by Wendy Schwartz and published by the ERIC Clearinghouse on Urban Education. A companion to the guide, "A Directory of Anti-Bias Education Resources and Services," is also available from the ERIC Clearinghouse on Urban Education. For related documents, see UD 030 946-958.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Attitude Change; Behavior Change; Community Programs; Conflict Resolution; Elementary Secondary Education; *Parent Role; *Prevention; *Social Bias; Social Discrimination; Training; *Violence; *Youth Programs
IDENTIFIERS- Mediation Techniques

This guide describes the many ways to teach bias reduction and violence prevention in order to help schools, community and religious leaders, and parents decide which project is best for their children. Some projects concentrate on changing behaviors, while others concentrate on changing attitudes as a prelude to changing behavior. Some projects assume that the cause of prejudice is the same regardless of who is targeted. These programs focus on reduction of prejudice, bias, and violence. Other programs focus on teaching conflict resolution and mediation skills as bias reduction techniques. Most anti-bias projects also deal with violence as a way to express hatred, emphasizing either changing behaviors to result in attitude change, or changing attitudes to bring about behavior change. Training methods and targeted groups vary among projects. These should be examined by the person selecting a project, as should costs, services, and philosophies. Parents can support anti-bias training for youth by getting community support and participating in school and community programs. (SLD)

ED 396 013 UD 030 953

problems. Proponents of refugee policy reform often stress that not only is space in a host country limited, but that helping people who remain in their homelands is more cost efficient than helping them resettle. Efforts to protect the rights of displaced peoples and end the strife that rendered them homeless are underway in many places. The history of refugee movements in this century is traced, and organizations that protect the rights of refugees are described. Chapters examine the lives of refugees in different regions of the world. The discussion also touches on what the international community can do to safeguard an individual's right to refuge and to promote fair treatment in host countries without giving the hosts too much to bear. Studying the problems of refugees is only a first step in addressing them. (Contains 1 map and 48 references.) (SLD)

ED 396 031 UD 030 972

Franklin, Paula A.
Melting Pot or Not? Debating Cultural Identity. Multicultural Issues.
PUB DATE- 95
NOTE- 112p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Acculturation; American Dream; American Indians; Blacks; Cultural Awareness; Cultural Pluralism; *Cultural Traits; Ethnic Groups; Hispanic Americans; *Immigrants; Immigration; *Multicultural Education; *Racial Identification; United States History
IDENTIFIERS- African Americans; *Americans (United States); *Melting Pot

The United States has been called a "melting pot," a container in which separate materials are heated and blended. When people call the United States a melting pot, they are using a metaphor for the blending of cultures that some feel has occurred in this country. Others doubt that America has been a melting pot, and many doubt that it should be. These issues are debated for young people in terms of what it means to be American. The idea popularized by Israel Zangwill's play "The Melting Pot" is that the United States would absorb and transform all immigrants. In fact, immigrants have not found the melting process smooth. The experiences of African Americans, Hispanic Americans, Native Americans, and other ethnic groups are described. The debate about the importance of multiculturalism will not be soon resolved, but Americans on both sides might consider the compromise involved in a Pledge of Allegiance that refers to "one nation, united in our diversity." (Contains 1 graph and 14 suggestions for further reading.) (SLD)

ED 396 032 UD 030 973

Cox, Vic
The Challenge of Immigration. Multicultural Issues.
PUB DATE- 95
NOTE- 128p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Acculturation; Childrens Literature; Elementary Secondary Education; *Immigrants; *Immigration; Migration Patterns; Multicultural Education; Political Influences; *Refugees; *Relocation; *United States History; Values

DESCRIPTORS- Broadcast Industry; Cable Television; *Consumer Protection; *Federal Legislation; *Free Enterprise System; Information Technology; Obscenity; Public Policy; Technological Advancement; *Telecommunications; Telephone Communications Industry
IDENTIFIERS- Access to Services; Congress 104th; *Deregulation; Offensive Speech; *Telecommunications Act 1996; Video Technology

This document provides the text of the Telecommunications Act of 1996, legislation enacted "to promote competition and reduce regulation in order to secure lower prices and higher quality services for American telecommunications consumers and encourage the rapid deployment of new telecommunications technologies." The legislation contains measures concerning: (1) company eligibility and exemptions affecting customer access and the development of competitive markets in telecommunications services; (2) ownership and licensing of broadcast services; (3) cable services, specifically video programming services provided by telephone companies; (4) regulatory reform; (5) criminal penalties for obscene or wrongful use of telecommunications facilities, and options for screening offensive material; (6) effects on other laws; and (7) miscellaneous provisions including recognition of the National Education Technology Funding Corporation which establishes criteria for encouraging states to maintain high capacity networks capable of providing audio, visual, and data communications for elementary and secondary schools and public libraries. (BEW)

ED 395 584 IR 055 888

Kingma, Bruce R.
The Economics of Information: A Guide to Economic and Cost-Benefit Analysis for Information Professionals. Library and Information Science Text Series.
PUB DATE- 96
NOTE- 200p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Consumer Economics; *Cost Effectiveness; Decision Making; *Economic Factors; Efficiency; Failure; Fees; *Free Enterprise System; Information Science; *Library Administration; Shared Library Resources; *Supply and Demand
IDENTIFIERS- *Economics of Information; Market Analysis; Market Equilibrium; Monopoly

This book provides readers with an introduction to economics and cost-benefit analysis and will be particularly valuable to individuals who are, or plan to be, managers of information services in academic, public, or special libraries. Part 1 provides a rational for economic studies in librarianship, specifically, gaining understanding of consumer theory and market demand, the cost of output and market supply, and market equilibrium and economic efficiency. Part 2 narrows the focus to information markets and sources of potential market failure, including discussions of positive and negative externalities and information markets, monopolistic pricing and other effects of noncompetitive markets, imperfect information, and information as a public good versus information as a commodity. Part 3 advises on cost-benefit analysis in libraries with regard to user fees, measuring the value of time, and resource sharing. Three appendixes offer practice exercises in cost-provide access to digital collections. A series of pilot projects and support structures are recommended. Appendices include copies of the charge of the task force and of a detailed analysis of a cost model. (Contains 75 references.) (BEW)

ED 395 603 JC 960 220

Kraemer, Barbara
Meeting the Needs of Nontraditional Students: Retention and Transfer Studies.
PUB DATE- Mar 96
NOTE- 28p.; Paper presented at the Annual Meeting of the North Central Association (101st, Chicago, IL, March 23-26, 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Achievement; *Academic Persistence; College Attendance; College Transfer Students; Community Colleges; Enrollment Influences; *Hispanic Americans; Minority Groups; Nontraditional Students; *Performance Factors; *School Holding Power; *Student Attitudes; Student Attrition; Transfer Students; Two Year Colleges; *Withdrawal (Education)
IDENTIFIERS- *Saint Augustine College NC

St. Augustine College (SAC), in North Carolina, has undertaken four studies to gather data on factors related to student persistence, transfer, and withdrawal from the college. In the first study, graduating students from June 1990 to December 1992 were surveyed to determine influences on their decisions to transfer to a university. Three major influences identified in the study were an intention to transfer, high levels of academic achievement, and demonstrated mathematics ability at SAC. In the second study, 100 students who withdrew from the college between 1990 and 1993 were surveyed to identify reasons for withdrawing. Reasons cited fell into the general categories of family and home problems, educational problems, and financial problems. In the third study, questionnaires were administered to 300 students in developmental English classes at various levels to determine the learning styles of Hispanic English as a second language students. Results from this study suggested that students preferred auditory and tactile learning methods to visual learning and group work. Finally, a longitudinal study of 300 students who entered in 1994-95 is currently underway to determine factors related to student persistence. Preliminary results show that students with good mathematics ability at entrance who receive encouragement are more likely to have good grade point averages, to intend to persist, and to actually persist. The graduate and current student survey instruments are appended. (TGI)

ED 395 604 JC 960 339

Financial Statistics for Current Cost of Education-1994-95.
PUB DATE- 95
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Budgeting; Community Colleges; *Costs; Educational Equity (Finance); *Educational Finance; *Expenditure per Student; Expenditures; *Full Time Equivalency; Full Time

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Community Colleges; Disabilities; *Educationally Disadvantaged; Educational Opportunities; *Educational Strategies; *Equal Education; Females; *High Risk Students; Minority Groups; Nontraditional Students; *Special Needs Students; State Programs; Two Year Colleges
IDENTIFIERS- *Illinois Community College System

Since the passage of legislation requiring public colleges and universities to develop plans to increase the participation and advancement of underrepresented groups, the Illinois community colleges have used both special population grant funds and local college funds to address the needs of these groups. This report summarizes statewide initiatives and college's efforts to support students in this population. The first section describes state-supported initiatives, such as the special populations grant program, centers of excellence in adult education, the opportunities program, the diversity initiative, and transfer centers for minority students. The second section provides examples of community college services for underrepresented groups in the following categories: (1) institutional commitments to enhance the academic climate for minority students; (2) minority student persistence, transfer, and success; (3) improving African American male student representation; (4) ensuring teaching inclusiveness and effectiveness; and (5) community outreach. The final sections describe efforts to encourage women in nontraditional program areas and programs and services for students with disabilities. A table showing the number of Black, Hispanic, and total transfers from Illinois public community colleges to four-year colleges and universities for the fall of 1994 and a list of 1995 Illinois community college programs for underrepresented students are appended. (TGI)

ED 395 622 JC 960 373

Wilson, Charles E.
The Effects of Cooperative Learning and Teaching Strategies on Student Achievement with Implications for Faculty In-Service Education.
PUB DATE- Mar 96
NOTE- 113p.; Major applied research project, Nova Southeastern University.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043),Reports - Research/Technical (143)
DESCRIPTORS- Classroom Techniques; Community Colleges; Comparative Analysis; *Cooperative Learning; Educational Quality; *Instructional Effectiveness; Instructional Innovation; *Learning Strategies; *Small Group Instruction; *Social Sciences; Student Participation; *Teaching Methods; Two Year Colleges
IDENTIFIERS- *Kansas City Kansas Community College

A study was conducted at Kansas City Kansas Community College to determine if cooperative learning strategies were effective in improving teaching quality and enhancing the learning process of students in social science courses in general and in entry-level sociology and psychology classes specifically. A review of the literature provided considerable evidence in support of cooperative learning as a viable educational strategy for college instruction. Outcomes were then compared for four prepared by PGCC, as well as a workforce training survey of Maryland community colleges prepared by a continuing education association. Appendixes include the Association for Institutional Research code of ethics; a list of 1995 goals and objectives, organizational chart, and position descriptions for the PGCC OIRA; and a questionnaire for workbook users. (TGI)

ED 395 639 JC 960 393

Cade, John A.; Heller, Henry B.
Final Recommendations of the Community College Financing Study Group.
PUB DATE- Jan 96
NOTE- 170p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Community Colleges; *Educational Finance; Financial Support; Government School Relationship; School District Spending; *School Support; *State Aid; State Government; *State School District Relationship; Statewide Planning; Two Year Colleges
IDENTIFIERS- *Maryland

This report presents findings and recommendations from a study conducted by the Maryland General Assembly examining options for increasing state formula aid and changing the distribution of aid to the state's 18 community colleges. Following a letter of transmittal providing background information on community college financing, the report summarizes key findings, including that current state funding for the colleges continues to be inadequate and that the state formula aid and distribution of that aid for community colleges leads to major funding inequities. Next, recommendations for addressing the situation are presented, including the provision of an additional $15.5 million in community college funding for fiscal year (FY) 1997 and the implementation of changes in state formula aid and distribution mechanisms. The bulk of the document consists of eight appended reports describing the role of community colleges in Maryland, the evolution of the community college funding formula, a national comparison of community college funding, options for increasing state mandated aid for community colleges, options for changing the distribution of community college formula aid for FY 1997-2000, the current community college formula using full time equivalency (FTE) counts, proposed maintenance of effort requirements, and a proposal from the Maryland Association of Community Colleges for strengthening community colleges' role in economic development. (TGI)

ED 395 640 JC 960 394

The Structure of Two-Year Degrees: Working Paper.
PUB DATE- 29 Feb 96
NOTE- 48p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Associate Degrees; Career Development; Community Colleges; Comparative Analysis; *Degree Requirements; *Degrees (Academic); Education Work Relationship; *Program Evaluation; Transfer Policy; Transfer Programs; *Two Year Colleges; Undergraduate Study
IDENTIFIERS- *Indiana

administered to 2,092 students in 62 public high schools in New Hampshire during the spring of 1995. The survey covered behaviors in six categories: (1) behaviors that result in unintentional or intentional injuries; (2) tobacco use; (3) alcohol and other drug use; (4) sexual behaviors that result in sexually transmitted diseases and unwanted pregnancies; (5) dietary behaviors; and (6) physical activity and exercise. The survey found, among other things, that: 23.8 percent of the students never or rarely wore a seat belt when riding in a car; 5.3 percent had carried a gun on one or more of the past 30 days; 26 percent had seriously considered attempting suicide during the past 12 months; 36 percent has smoked cigarettes on one or more of the past 30 days; 53 percent had at least one drink of alcohol on one or more of the past 30 days; 27.7 percent had used marijuana on one or more of the past 30 days; 46.4 percent stated that they had had sexual intercourse; and 66.1 percent exercised or participated in sports on a regular basis. (MDM)

ED 395 658   PS 023 991

Keshner, Judy
The Kindergarten Teacher's Very Own Student Observation & Assessment Guide.
PUB DATE- 95
NOTE- 102p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Check Lists; Classroom Observation Techniques; Evaluation Criteria; *Informal Assessment; *Kindergarten; Kindergarten Children; *Observation; Primary Education; Student Characteristics; *Student Development; *Student Evaluation; *Student Improvement; Student Records; Teacher Developed Materials

Early childhood educators recognize the importance and validity of observing children's activities in the classroom, documenting them in an organized format, and assessing them in relation to the range of expected outcomes for children in that grade. Experienced teachers, however, know that the process of observing, documenting, and assessing children's activities can be difficult and time-consuming. This guide presents an overall system for assessing kindergarten students, with forms and checklists, designed to be completed in the midst of the school day, when the children are actually being observed. The easy-to-complete forms enable teachers to record observations of individual students or the class as a whole. Following an introduction, chapter one presents information about the kindergarten assessment process and the assessment sheets. The second chapter provides an overview of the schedule for using the assessment sheets and suggestions for using them. The following 10 chapters explain in detail the areas being assessed, the information compiled by specific sheets, how to compile the information, and how to utilize it. The topics covered are: (1) baseline assessment; (2) assessing students' initial activities; (3) assessing learning center participation; (4) assessing individual students' development; (5) assessing social characteristics and development; (6) lesson assessment; (7) language arts assessment; (8) assessing mid-year activities; (9) spring assessment; and (10) year-end assessment. A brief conclusion completes the guide. Contains 18 references. (TJQ) the program focus on child, family, community, and staff development, and that the federal commitment to the program concentrate on training, monitoring, research and evaluation, partnership building, and funding. Short biographies of the 40 committee members are included. (Contains 39 references.) (MDM)

ED 395 677 PS 024 219

Good Nutrition Promotes Health: Guide for Parent Nutrition Education.
SPONS. AGENCY- Kraft General Foods Foundation, Glenview, IL.
PUB DATE- Oct 94
NOTE- 143p.; Accompanying videotape not available from ERIC. Spanish-Language calendar printed in many colors.
LANGUAGE- English; Spanish
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Cultural Relevance; Food Standards; Hispanic American Culture; *Hispanic Americans; Latin American Culture; *Latin Americans; *Mexican Americans; *Nutrition Instruction; Parent Education; Preschool Education; Puerto Rican Culture; *Puerto Ricans; Spanish
IDENTIFIERS- American Home Economics Association; Head Start Program Performance Standards; *Project Head Start

The purpose of this manual is to guide users of the nutrition education project produced by Padres Hispanos en Accion por Una Sana Generacion (Hispanic Parents in Action for a Healthy Generation). The project provides nutrition education materials to trainers who provide nutrition counseling to parents of Head Start children. The project has two goals: (1) to provide culturally specific nutrition information to three Hispanic populations within Head Start including Mexican-Americans, Puerto Ricans, and Central Americans; and (2) to strengthen the nutrition education and parent involvement components of Head Start. The materials produced by the project include three Spanish-language nutrition education videos specific to the three target cultural groups. A Spanish-language calendar was also produced to aid in nutritious menu planning and includes nutrition tips for parents and recipes drawn from the target cultural groups. The manual is divided into four units: (1) introduction to the project, the training guide and education materials; (2) parent education session plans, which suggest activities and uses for the materials; (3) resources relating to nutrition, training techniques, and cultural information; and (4) appendixes, which contain the English translations of the video script and the contents of the calendar. A copy of the Spanish language calendar is included. (SD)

ED 395 678 PS 024 222

Fact Sheets on Selected Programs.
PUB DATE- Jun 95
NOTE- 36p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adoption; Block Grants; Child Abuse; Child Neglect;

Leak, Catherine
First Graders' Strategies for Inventing Spellings.
PUB DATE- 1 Aug 95
NOTE- 58p.; Paper presented at the Annual Conference of the American Educational Research Association (New York, NY, April 8-12, 1996).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; Classroom Environment; Cognitive Style; *Creativity; Grade 1; *Invented Spelling; Primary Education; *Spelling Instruction; Thinking Skills; Word Recognition; Writing Skills
IDENTIFIERS- Spelling Patterns

This study examined the process of invented spellings among first grade students, focusing on the conscious thoughts of students as they invented spellings, including strategies and attitudes. The researcher became a participant-observer in a first grade classroom, comprised of 28 students. Based on observations of the writing environment and on interview tasks, and as illustrated by case studies, spelling strategies used by the children included: (1) spelling by analogy; (2) remembering one's own spelling of a word; (3) seeing the word spelled elsewhere; (4) knowing a spelling; (5) focusing on a specific spelling of a word segment; (6) sounding out; and (7) using specific letter-sound knowledge. Data indicated that these children became increasingly aware of useful and appropriate strategies. These strategies were whole word-based, word and segment-based, or letter-based. Attitudes and concerns about spelling demonstrated by students included: (1) concern with written form; (2) willingness to accept different spellings; and (3) rethinking original spellings. Insights gained from this study could help classroom teachers in personalizing spelling instruction for children. Word lists are appended. (BGC)

ED 395 696 PS 024 271

Shaughnessy, Michael F.; Greathouse, Dan
Early Childhood Assessment: Recent Advances.
PUB DATE- 96
NOTE- 23p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Early Childhood Education; Evaluation; Infants; Intelligence Tests; Language Tests; Listening Comprehension Tests; *Measures (Individuals); Preschool Children; Preschool Tests; *Screening Tests; *Test Reliability; *Test Validity; *Young Children
IDENTIFIERS- Child Development Inventory; Developmental Indicators Assessment Learning Rev; Early Screening Profiles; Goldman Fristoe Woodcock Test Auditory Discrim; Infant Toddler Developmental Assessment; Kaufman Brief Intelligence Test; Mullen Scales of Early Learning; Oral and Written Language Scales; Receptive Expressive Emergent Language Scale; Test de Vocabulario en Imagenes Peabody (Dunn); Test of Variables of Attention

As concern about the developmental progress of preschoolers has increased, the number of assessment instruments available has expanded. This paper reviews recent advances in early childhood assessment and evaluation, and describes several screening and

Hinchliffe, Lisa Janicke
Helping Early Childhood Teacher Education Students Learn about the Internet. ERIC Digest.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- May 96
NOTE- 3p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Early Childhood Education; *Education Majors; Electronic Mail; Information Services; Internet; *Learning Activities; Lesson Plans; *Teacher Education; Teacher Educators; *World Wide Web
IDENTIFIERS- ERIC Digests; Gopher; *Listserv Discussion Groups; Listservs

This digest provides examples of projects which can be used in the early childhood education (ECE) and child development classrooms to introduce students to Internet resources. The first section of the digest suggests guides that teacher educators can use to design Internet training sessions and to locate resources of interest to adults working with young children. The second section lists several electronic discussion groups (EDGs), or listservs, related to early childhood education and suggests five activities involving discussion groups that students can undertake. First, students need to learn about Internet etiquette. Second, they can monitor the interactions on a single EDG. Third, they can pose questions on specific topics to an EDG. Fourth, they can respond to a question posted to an EDG by a group member after adequately researching the topic. Finally, they can summarize the activity of an EDG by reading messages posted to the EDG's archive. The third section of the digest briefly describes the World Wide Web (WWW) and Gopher resources and outlines four student projects that involve using the WWW. Students can try the following activities: (1) create an information packet consisting of resources they have found on the WWW; (2) search for lesson plans using WWW search engines; (3) solve particular problems they have observed in early childhood settings by searching the ERIC database on the WWW and gathering other relevant resources on the WWW; and (4) be information providers by creating a website containing resources on a particular topic or representing a particular organization such as a local child care center. By integrating Internet use into early childhood teacher education programs through activities such as these, early childhood teacher educators enhance the educational experiences of their students and prepare them to be active participants in the early childhood community. (BC)

ED 395 715 PS 024 357

Gronna, Sarah S.; And Others
Promoting Generalized Social Interactions Using Sociodramatic Scripts in an Integrated Preschool Setting.
PUB DATE- Apr 96
NOTE- 17p.; Paper presented at the Annual Conference of the American Educational Research Association (New York, NY, April 8-12, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Behavior Change; Disabilities; *Inclusive Schools; Interpersonal Communication; *Interpersonal Competence;

language groups in North America. Finally, sources are examined that outline strategies for Aboriginal language maintenance. These include sources covering language values and support for endangered languages, general guidance on language retention and renewal, general policies and program provisions in schools, descriptions of specific bilingual and native language programs, teachers and their training, research and evaluation, development of instructional materials, literacy in Aboriginal languages, orthography development, Aboriginal language development in family and community settings, and Aboriginal language maintenance in other countries. Contains 80 references. (SV)

ED 395 731 RC 020 520

Crawford, James
Seven Hypotheses on Language Loss Causes and Cures.
PUB DATE- 96
NOTE- 19p.; In: "Stabilizing Indigenous Languages"; see RC 020 517.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Acculturation; *American Indian Languages; *Attitude Change; Bilingual Education; Community Action; Elementary Secondary Education; *Language Attitudes; *Language Maintenance; Language Usage; Social Attitudes; Values
IDENTIFIERS- *Language Shift; *Native Americans

Objective evidence indicates that despite public fears and the claims of those who would make English the official language of the United States, it is not English, but minority tongues that are threatened in this country today. In the last 5 years, educators have noticed a sharp decline in native language skills among Native American children. Despite the end of punitive English-only policies and the advent of bilingual education, the shift to English is accelerating in many Indian communities. Seven hypotheses related to this shift are presented, drawing on historical research into U.S. language policy and anecdotal observations in Native American communities. First, language shift is very difficult to impose from without. Second, language shift is determined primarily by internal changes from within language communities themselves. Language choices are influenced, consciously and unconsciously, by social changes that disrupt community. These dislocations include demographic factors, economic forces, mass media, and identifiers of social status. Third, language shift reflects changes in social and cultural values, including the encroachment of individualism, pragmatism, and materialism. Examples of factors in language shift are offered for Navajo, Hualapai, Pasqua Yaqui, and Mississippi Choctaw. Fourth, efforts to reverse language shift must also involve a change in values. Fifth, language shift cannot be reversed by outsiders but depends upon community action. Sixth, successful strategies for reversing language shift demand an understanding of the current stage of language loss. Finally, at this stage, the key task is to develop indigenous leadership. (SV)

ED 395 732 RC 020 521

Fishman, Joshua
What Do You Lose When You Lose Your Language?
PUB DATE- 96
NOTE- 13p.; In: Stabilizing Indigenous Languages; see RC 020 517.

November 9-10, 1994).
SPONS. AGENCY- Office of Bilingual Education and Minority Languages Affairs (ED), Washington, DC.
PUB DATE- 95
NOTE- 43p.
LANGUAGE- English; Spanish
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021),Collected Works - Proceedings (021)
DESCRIPTORS- American Indian Education; *Bilingual Education; Bilingualism; Cooperative Programs; Cultural Pluralism; *Curriculum Development; Educational Change; *Educational Cooperation; *Educational Policy; Elementary Secondary Education; Foreign Countries; Higher Education; *International Cooperation; Mexican American Education
IDENTIFIERS- *Mexico; *United States

This proceedings, in English and Spanish, describes the first U.S./Mexico Curriculum Symposium, held in Austin, Texas, in November 1994. The symposium grew out of an ongoing exchange between educators in the Republic of Mexico and the United States and was attended by over 200 teachers, administrators, staff from state and regional education agencies, legislators, university faculty, and business and community leaders. The symposium focused on curriculum and had three major objectives: to exchange viewpoints on curriculum and instruction in various subject areas, to share curriculum materials through exhibits and curriculum workshops, and to establish and strengthen links among colleagues. The overriding theme was that of cooperation and mutuality; participants stressed the need for equality in partnerships, and several sessions highlighted existing projects that involve extensive binational cooperation. Other major themes were the importance of bilingualism and of indigenous (Native American) cultures in both countries, the importance of overcoming biases against diversity, and parallels between current educational reform efforts in the United States and Mexico. This proceedings summarizes welcoming remarks; a session on regional resources for bilingual education and international cooperation; concurrent sessions on curriculum and instructional issues in language arts, mathematics, special education, and early childhood education; sessions on educational policy and the links between policy change and educational practice; and sessions presented by curriculum developers, authors, and editors in various content areas. (SV)

ED 395 749 RC 020 623

Persistent Poverty in Rural America. Rural Studies Series.
SPONS. AGENCY- Kellogg Foundation, Battle Creek, Mich.
PUB DATE- 93
NOTE- 397p.; For Chapter 1, see RC 020 624. Foreword by Emery N. Castle.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Children; Demography; Females; Human Capital; Labor Market; Minority Groups; Natural Resources; Older Adults; *Poverty; Poverty Areas; *Public Policy; *Rural Areas; *Rural Economics; Rural Family; Rural Sociology; *Social Theories
IDENTIFIERS- Rural Sociological Society

In this volume, the Rural Sociological Society Task Force on Persistent Rural Poverty analyzes the leading explanations of persistent rural poverty and points out new directions in

DESCRIPTORS- *Cooperative Learning; Curriculum Development; Educational Strategies; *Evaluation; Higher Education; *Medical Education; *Problem Solving; Teaching Methods

This book is designed for medical teachers who wish to consider problem-based learning as an educational method to be used in their courses or curriculum in medical school. The first six chapters elaborate the background for a well-designed problem-based learning curriculum by considering the goals of undergraduate medical education, the challenge patient problems present, the nature of the physicians' clinical reasoning process, how that process is associated with knowledge needed to care for patients, and the importance of self-directed learning for an effective career in medicine. The remaining chapters deal with the design of an effective problem-based learning curriculum including: the educational objectives addressed, the curricular requirements, the practice-based learning sequence, the authenticity of problem-based learning, common concerns of medical teachers, integrating other methods, variables that can alter the effectiveness of practice-based learning, assessment, applying practice-based learning to the clerkship years, converting to practice-based learning, choosing problems, evaluating the effectiveness of problem-based learning as an instructional method, and criteria for analyzing a problem-based learning curriculum. Contains 70 references. (JRH)

ED 395 770 SE 058 162

Kumar, David

Computers and Assessment in Science Education. ERIC Digest.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

PUB DATE- Mar 96

NOTE- 4p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)

DESCRIPTORS- Computer Simulation; *Computer Uses in Education; Elementary Secondary Education; *Science Instruction; *Student Evaluation

IDENTIFIERS- *Alternative Assessment; ERIC Digests

This digest discusses types of computer applications used in science assessment; underlying assumptions that guide their roles in assessment; and issues which relate to validity, gender equity, instructional delivery, mode of user interface, and responsibility to the public. Assessment applications for computers can be broadly classified into two categories: traditional and contemporary. Considering the need for aligning testing with education reform efforts underway, the focus of researchers should be the contemporary rather than traditional approaches to computer-based assessment. Among contemporary computer applications, simulations appear to hold promises for large-scale assessment. Several examples of simulations are given. Contains 17 references. (MKR)

ED 395 771 SE 058 189

Kelleher, Christine, Ed.

Magnificent Mum Education Program Featuring the Mum Kids (Grades 4-5).

PUB DATE- 95

NOTE- 53p.; For program for grades 2-3, see SE 058 190.

LANGUAGE- English

IDENTIFIERS- England; Nature of Science

'Scientific Investigation' was the first of the four Attainment Targets which prescribed the science component of the national curriculum in England and Wales in 1991. Following a brief historical account of the origins of scientific investigation as a curriculum objective, this paper comments upon the attempt by the central government to define a philosophy of scientific inquiry for the purposes of teaching and assessment and explores the response of science teachers to it. It also examines the implications of that response for the construction and construal of professional practice within the context of a statutory curriculum and the understanding of the nature of science which science teachers were required to deliver. Contains 43 references. (Author)

ED 395 790 SE 058 376

Bright, George W.; Vacc, Nancy Nesbitt
Peer Observation and Feedback as a Component of Self-Study of Teaching by Instructors of Elementary Mathematics Methods.
PUB DATE- Apr 96
NOTE- 22p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Faculty; *Education Majors; Elementary Education; Higher Education; Mathematics Instruction; *Methods Courses; *Preservice Teacher Education; Teaching Methods
IDENTIFIERS- Reform Efforts

The purposes of this research were to: (1) gather information about attributes of methods course teaching that make it more or less effective, (2) compare the perspectives of instructors and students on attributes of effectiveness, and (3) understand more about how university teachers develop an understanding of the thinking of prospective teachers. The data came from two sources: two faculty who observed each other's elementary methods classes, and end-of-course student evaluations. Results from the two faculty are discussed separately. The data of the study seemed clearly to point out that faculty's having a coherent vision of instruction was not sufficient to impact the learning of students. That vision must at least be communicated to students. Without sharing of perspectives, neither students nor faculty gains a full understanding of what the other party is about. (MKR)

ED 395 791 SE 058 377

Erduran, Sibel
Analysis of Physical Science Textbooks for Conceptual Frameworks on Acids, Bases and Neutralization: Implications for Students' Conceptual Understanding.
PUB DATE- Apr 96
NOTE- 84p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12, 1996).
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Chemistry; *Content Analysis; *Content Area Reading; *Physical Sciences; Secondary Education; *Textbooks
IDENTIFIERS- *Acids; *Bases (Chemistry)

Science Activities; Science Education; *Science Experiments; *Science Instruction; Teacher Workshops

The focus of the Association for Biology Laboratory Education (ABLE) is to improve the undergraduate biology laboratory experience by promoting the development and dissemination of interesting, innovative, and reliable laboratory exercises. This proceedings volume contains 17 papers on the topics of cell and molecular biology, genetics, and development; physiology; and evolution, ecology, and behavior: "A Study of Gene Linkage and Mapping Using Tetrad Analysis in the Fungus 'Sordaria fimicola'" (J. C. Glase); "A Holistic Approach to Teaching a Laboratory, Using Sea Urchin Development as an Example System" (A. Eisen); "Human Chromosome Analysis" (C. C. Tseng); "Sister Chromatid Differentiation and Exchange in Chinese Hamster Ovary Cells in Culture" (J. C. Tan); "Measurement of Photosynthetic Activity in Plant Cell Fractions" (N. Scott & B. Greenberg); "Diversity of Photosynthetic Pigments" (A. F. Motten); "Carbon Dioxide Uptake in Plants: A Computer-Aided Experimental System" (C. J. Paradise & R. J. Cyr); "Developmental Plasticity in Oak Leaves" (D. Westmoreland); "Pollen Tube Formation and the Central Dogma of Biology" (R. J. Scott); "Immunocytochemical Analysis of Sperm Cytoskeleton" (B. Retallack); "Active Transport in Insect Malpighian Tubules" (D. U. Silverthorn); "Computer Simulations of Basic Neuronal Function" (M. Haag); "Honeybee Venom Detected by Enzyme Immunoassay" (M. K. Janis); "Regulation of Blood Glucose Levels in Normal and Diabetic Rats" (L. K. Butler); "Human Mastication Project Laboratory" (P. R. Lennard); "Use of Bioluminescence in Detecting Biohazardous Substances in Water" (K. W. Thomulka & L. H. Peck); and "Observational Investigation of Systematics, Physiology, and Behavior of Vertebrates in a Living Collection" (B. McCormick, S. Kerr, & C. MacKinnon). Appendices contain additional mini-workshops and contents of volumes 1-16. (MKR)

ED 395 812 SE 058 427

Hecht, Leslie B.; Hecht, Jeffrey B.
Assessing the Impact of a Science and Mathematics Workshop on the Educational and Career Choices of Young Women.
PUB DATE- 11 Apr 96
NOTE- 24p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 11, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Career Choice; *Females; Higher Education; *Mathematics Education; Role Models; *Science Education; Secondary Education; Surveys

Encouraging young women to study for, and enter careers in, science and mathematics continues to be a problem in American society. One program that introduces young women to successful adult women in the science and mathematics professions is the "Expanding Your Horizons in Science and Mathematics" (EYH) conference. Illinois State University has hosted an EYH conference since 1991. One goal of the conference is to encourage young women to realize the importance of mathematics and science courses in education and career choices. Four years of conference attendees were surveyed to determine how their EYH conference participation influenced them as they moved through high school to college and/or full-time employment. EYH conference participation appears to be successful in exposing young women to the increasing number of career options

Papers/Essays (120)
DESCRIPTORS- *Economic Development; *Educational Change; *Educational Philosophy; Elementary Secondary Education; Industry; Labor; Partnerships in Education; *School Community Relationship; School Effectiveness; *School Responsibility; *School Role; Standards

This book addresses the issue of the appalling mismatch between what the economy needs and what the educational institutions actually provide. The book provides a blueprint for the radical reconstruction of schools, following many of the same principles that allowed some of the U.S. leading industrial organizations to rescue themselves from the brink of ruin by greatly raising productivity without increasing costs. There are five sections in the book. Part 1, "America Preeminent: Riding the Second Industrial Revolution to Success," contains: (1) "The Mass-Production Economy: The American Way" and (2) "Mass-Producing Education." Part 2, "The Forces Changing the World Economy: Our Competitors Respond," contains: (1) "Technology, Competitiveness, and the New International Economy" and (2) "Our Competitors Take the Lead: The Path to Human-Resource Capitalism." Part 3, "The Challenge," includes: (1) "America on the Precipice: Will We Boil the Frog?" and (2) "Facing the Challenge--At Last." Part 4, "The New American System: Strategies for High Performance," contains: (1) "The Demand for Excellence: Can--and Will--Employers and Labor Lead the Way?"; (2) "Restructuring the Schools for High Performance: Tough Road to Excellence"; (3) "Incentives: The Great Debate"; (4) "Building a System Driven by Standards"; (5) "The Family"; (6) "Rebuilding the Community Fabric"; (7) "Technical and Professional Education"; and (8) "A Labor-Market System for America." Part 5, "Two Futures: Which Will We Choose?," contains "Investing in Our People." (EH)

ED 395 833   SO 022 872

Qualities Required of Education Today To Meet Foreseeable Demands in the Twenty-first Century. International Symposium and Round Table Proceedings (Beijing, China, November 27-December 2, 1989).
PUB DATE- 89
NOTE- 166p.; For the final report, see ED 339 621.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Educational Change; Educational Development; Educational Environment; Educational Improvement; *Educational Innovation; Educational Needs; Educational Planning; *Educational Policy; *Educational Quality; *Educational Trends; *Futures (of Society)

This report contains proceedings of a United Nations Education, Scientific, and Cultural Organization (UNESCO) international symposium and round table. The main objective of the meeting was to debate long-term goals of education and its role in preparing young people to face the demands of the 21st century. Papers presented include: (1) "Young People--The Leaders of Tomorrow? The Role of the Social Network as a Means of Creating Favorable Conditions for Enhancing the Quality of Education in the Future" (Gunnel Backenroth); (2) "Deepening Reform and Wider Openings to the Outside World--The Cornerstone of China's Development of Education in the Twenty-first Century" (Yuan Baohua); (3) "Teaching Human Rights" (Etienne Copel); (4) "Beliefs and Action in Educational Change" (Rosalind Driver); (5) Untitled paper (Peter Ellyard); (6) "Understanding the Predicament of Humankind" (John E. Fobes); (7) Untitled paper

Rummel); (9) "Human Destructiveness and Politics" (Roger Smith); (10) "The Politics of Genocide" (Colin Tatz); (11) "Genocide and 'Constructive' Survival" (Ron Baker); (12) "Kindness and Cruelty: The Psychology of Good and Evil" (Ervin Staub); (13) "Genocide and Ethnocide" (Rhoda Howard); (14) "The Comparative Study of Genocide" (Leo Kuper); (15) "Moral Consciousness and Social Action" (Margi Nowak); and (16) "Selected List of Comparative Studies on Genocide" (Helen Fein). (EH)

ED 395 854 SO 025 937

Creighton, Allan; Kivel, Paul
Helping Teens Stop Violence: A Practical Guide for Counselors, Educators, and Parents.
SPONS. AGENCY- California State Office of Criminal Justice Planning, Sacramento.; San Francisco Foundation, Calif.
PUB DATE- 92
NOTE- 171p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Age Discrimination; Battered Women; *Child Abuse; *Conflict Resolution; Homosexuality; Instructional Materials; Law Related Education; Multicultural Education; *Power Structure; Racial Discrimination; Secondary Education; Sex Bias; *Sexual Abuse; Social Control; Social Discrimination; Teaching Methods; *Victims of Crime; *Violence

This guide provides information and teaching strategies for adults to support young people who want to make choices and resolve conflicts using alternatives to violence. Although the material is primarily designed for teachers and counselors, the guide is designed to help assist all adults, especially parents. The premise of the book is that individual acts of violence are actually expressions of much broader patterns of social violence and that social violence is an expression of long-standing power imbalances between "have" and "have not" groups in society. To prevent violence or to intervene in it effectively, the guide asserts, people must turn their attention to rectifying the imbalances that motivate the violence. The guide is divided into six sections: (1) general issues for adults to consider in work with youth; (2) theory about age, gender, and race-related power imbalances which cause violence; (3) techniques for liberatory teaching; (4) a curriculum for teaching young people about violence and violence prevention; (5) suggestions for training other adults in workshops on violence; and (6) strategies and techniques for setting up and conducting long-term support for young people dealing with abuse. Each section includes exercises and role playing activities for work with youth across lines of age, gender, and race. (LH)

ED 395 855 SO 025 943

Service Learning in the Social Studies.
SPONS. AGENCY- Commission on National and Community Service, Washington, DC.
PUB DATE- 94
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Citizenship Education; Civics; *Civil Liberties; Constitutional Law; Elementary Secondary Education; *Freedom of Speech; Instructional Materials; *Law Related Education; Learning Activities; Nationalism; Patriotism; Social Studies; Teaching Methods; Thinking Skills
IDENTIFIERS- Bill of Rights; Close Up Program; *First Amendment; *Flag Burning; Flags; United States Constitution

This teacher's guide is designed to accompany the two-part videotape "For Which It Stands: Flag Burning and the First Amendment." The videotape and teacher's guide should help students to: (1) understand the emotion and significance of the flag-burning issue; (2) examine the free speech aspect of the First Amendment of the Bill of Rights; (3) evaluate the response of government officials to the Supreme Court's decision that a Texas law forbidding the desecration of the flag violated the free speech protections of the First Amendment and the debate over amending the Constitution to prevent flag burning; and (4) compare and contrast the many perspectives people have on patriotism, protest, and free speech. The guide contains four activities that involve class discussions and small-group work. The active learning approach encourages students to go beyond recognition or knowledge of facts to begin analyzing, synthesizing, and evaluating the issues and concepts being studied. (LH)

ED 395 876 SO 026 401

Edwards, Amy N.; Walker, Tim
To Keep and Bear Arms: Gun Control and the Second Amendment. Teacher's Guide.
PUB DATE- 94
NOTE- 26p.; Matching videotape not available from ERIC.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Citizenship Education; Civics; *Civil Liberties; *Constitutional Law; *Crime; Elementary Secondary Education; Instructional Materials; *Law Related Education; Learning Activities; Social Studies; Teaching Methods; Thinking Skills; Violence
IDENTIFIERS- Bill of Rights; Close Up Program; *Gun Control; Guns; *Second Amendment; United States Constitution

This teacher's guide is designed to accompany the two-part videotape "To Keep and Bear Arms: Gun Control and the Second Amendment." The videotape and teacher's guide should help students to: (1) understand the history of the Second Amendment; (2) examine how guns and gun control laws affect people's lives; (3) compare and contrast the many perspectives and viewpoints Americans have on the Bill of Rights, gun control, and crime in the United States; and (4) develop informed opinions about the issue and discuss the future of gun control. The guide contains four activities that involve class discussions and small-group work. Student handouts are provided. The active learning approach encourages students to go beyond recognition or knowledge of facts to begin analyzing, synthesizing, and evaluating the issues and concepts being studied. (LH)

ED 395 877 SO 026 404

LANGUAGE- English; French
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Athletics; Elementary School Students; Elementary Secondary Education; Foreign Countries; French; Grade 4; Grade 8; Grade 11; *Health Related Fitness; Higher Education; *Immersion Programs; Inservice Teacher Education; Performance Tests; Physical Activity Level; *Physical Education; *Physical Education Teachers; *Physical Fitness Tests; Preservice Teacher Education; Program Evaluation; Secondary School Students; Student Development; Surveys; Teacher Attitudes
IDENTIFIERS- *French Language Schools; *Manitoba

This study assessed the strengths, weaknesses, and degree of implementation of the Manitoba (Canada) Physical Education curriculum in grades 4, 8, and 11 in French Immersion Schools. This report presents the conclusions and recommendations resulting from a review and interpretation of the findings by the Physical Education Educators on the grade level Technical Advisory Committees. At each grade level, the assessment consisted of a student performance test of fitness and motor skills, a student written test of knowledge and attitudes, and a teacher survey; there was no test of motor skills at Grade 11. The six major learning goals at each grade level were consistent even though the specific objectives varied from one grade level to another; goals were physical fitness, basic movement skills, self-expression, independence, safety, and social interaction. Apart from certain weaknesses in Grade 11, all students demonstrated a good grasp of the subject matter covered in the curriculum with positive attitudes found toward physical activity and Physical Education classes, yet many students were found to be at risk for health related fitness. Student evaluation centered mostly on behavior with observation the most common assessment method; little student self-assessment was found. It appeared that the curriculum lacked precision in form as well as content and that most physical education teachers used the curriculum guide for reference only; professional development needs were ubiquitous. Lack of knowledge about safety measures was found in Grades 8 and 11, and unsportsmanlike behavior was found in Grades 4 and 8. A listing of the members of the Technical Advisory Committees is appended. (NAV)

ED 395 898 SP 036 696

Singer, Alan
"Star Teachers" and "Dreamkeepers": Can Teacher Educators Prepare Successful Urban Educators?
PUB DATE- Feb 96
NOTE- 11p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (Chicago, IL, February 23, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Black Students; Cultural Differences; Elementary Secondary Education; Ghettos; Higher Education; Minority Groups; *Preservice Teacher Education; Racial Differences; *Schools of Education; *Teacher Education Curriculum; Urban Schools; *Urban Teaching

Questions addressed in this paper include: what it means to be a successful teacher in poor, urban, ghetto areas; whether schools of education can prepare white, middle-class young men and women to be successful teachers in such areas; and if it is

(150)
DESCRIPTORS- *Constructivism (Learning); Disabilities;
Educational Change; Elementary Education; Field Experience
Programs; Higher Education; *Inclusive Schools; Mainstreaming;
Mentors; *Preservice Teacher Education; *Regular and Special
Education Relationship; *Special Education
IDENTIFIERS- *University of Tennessee Knoxville

Current efforts to reform special education have focused on the inclusion of students with disabilities in general education settings. The success of inclusion is contingent upon preparing general education teachers at the preservice level for inclusive classroom settings. This paper describes the development, implementation, and evaluation of an innovative preservice teacher education program in elementary education in the Inclusive Early Childhood Education Unit at the University of Tennessee, Knoxville. This program possesses several unique features: alternative approaches to instructional delivery, curricula, and assessment; local school mentoring; and extensive field-based experiences. Evaluation of program outcomes were collected from mentoring teachers, school administrators and trainees to assess the impact of the program. (Contains 27 references.) (Author/ND)

ED 395 914   SP 036 713

Hasseler, Susan S.
Missing Links: The Complexities of Supporting Teacher Learning in School Contexts.
PUB DATE- Apr 95
NOTE- 43p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Techniques; Educational Change; Elementary
Education; Elementary School Teachers; *Faculty Development;
Reflective Teaching; School Policy; Teacher Administrator
Relationship; *Teacher Attitudes; *Teacher Improvement;
*Teacher Workshops; Theory Practice Relationship; *Writing
Instruction
IDENTIFIERS- *Teacher Knowledge

This document chronicles the study of an intensive writing instruction workshop held in a diverse, low income neighborhood in Chicago. The study focused particularly on how individual teacher knowledge and beliefs, school contexts, and the structure and content of the workshop interacted both to support and to inhibit teacher learning. The workshop began strongly but ended with dissatisfaction. Participants expressed frustration with the workshop content; workshop leaders were frustrated by the participants and the context. By the end of the workshop, 4 out of the 23 volunteer participants had dropped out, and 12 of the remaining 19 gave the workshop fair to poor evaluations. The context, the workshop, and teacher perceptions all seemed to interact in ways that inhibited change in writing instruction. The overcrowding, the diverse student population, and multiple curriculum requirements contributed to teachers' perceptions of many constraints to implementing an individualized, time-consuming approach to writing instruction in the classrooms. Because the leaders perceived so many constraints in the context and had such low expectations for teachers, they did little to support the teachers in breaking through their negative perceptions and

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Criticism; *Educational Assessment; Educational Change; Elementary Secondary Education; Evaluation Methods; Evaluation Utilization; Models; Parent Participation; Partnerships in Education; *Performance Based Assessment; Portfolios (Background Materials); *Standardized Tests; *Systems Approach; Teamwork; Test Construction
IDENTIFIERS- Authentic Assessment; *Learning Organizations; Mental Models

This collection provides a new perspective for understanding what assessment can do to promote continuous improvement in education. The concepts of systems thinking, continued learning, mental models, shared vision, and team building are highlighted in the selections, which include: (1) "A Systems Approach to Assessing School Culture" (Diane Zimmerman); (2) "Examining One Practice as a Lens to the Whole System" (William Sommers); (3) "Assessing the Organization" (Michael Couchman); (4) "Self-Evaluation: Making It Matter" (Alison Preece); (5) "Making Parents Partners in Encouraging Intelligent Behavior" (Jane F. Fraser); (6) "Preparing for Change: Standardized Tests or Authentic Assessment?" (Theodore Czajkowski and Margo Montague); (7) "The Challenge of Revising Report Cards" (Patricia J. Hoffman); (8) "Developing Writing Prompts for Assessing Thinking and Content Learning in Science Classrooms" (Robert Swartz); (9) "Whither Standardized Assessment?" (Charlotte Danielson); (10) "Creating a Cadre for Performance-Based Assessment: A Process Approach for Connecting the Pieces through Staff Development" (Ann Johnson and Kathryn Schladweiler); (11) "The Dirty Hands of a Visionary" (Chris Louth); (12) "Toward More Authentic Assessment" (Susan Kreisman, Marcia Knoll, and Timothy Melchior); (13) "Through the Lens of a Critical Friend" (Arthur L. Costa and Bena Kallick); (14) "Even a Superintendent Needs Critical Friends" (Sherry King); (15) "The Writing Conference as a Critical Feedback Spiral" (Peggy M. Luidens); (16) "Criteria for Assessing School Improvement" (Victoria L. Bernhardt); (17) "Attending to the Rhythms and Intonations of Learning: Listening for Changes in Students' Portfolios" (Patrick Monahan); (18) "Seeing the Child through Portfolio Collection" (Darlene Johnson and Sandra Silverman); and (19) "Portfolios as Critical Anchors for Continuous Learning" (Braden Montgomery). References follow each chapter, and a 36-item list for further reading is attached. (Contains 69 figures.) (SLD)

ED 395 933 TM 024 779

Brigham, Frederick H., Jr.
United States Catholic Elementary and Secondary Schools 1994-95. Annual Statistical Report on Schools, Enrollment and Staffing.
PUB DATE- 95
NOTE- 52p.; For the 1993-94 report, see ED 391 828.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Boards of Education; *Catholic Schools; Coeducation; Compensatory Education; *Elementary Secondary Education; *Enrollment; Enrollment Trends; Extended School Day; *Lay Teachers; *Preschool Education; School Age Day Care; School Demography; *School Statistics; Single Sex Schools; Tables (Data); Trend Analysis; Urban Schools
IDENTIFIERS- Education Consolidation Improvement Act Chapter 1

sampling error increase and decrease as a function of how many of the population members are sampled as well as who is sampled. In a one dimensional framework, sampling error is simply the difference between the results one would have obtained if one sampled the entire population and the results one did obtain. An appendix presents a computer program to sample scores randomly. (Contains three figures, two tables, and eight references.) (SLD)

ED 395 953 TM 025 030

Bennett, Randy Elliot; And Others
Sex Group Membership as a Factor in Handicapped Students' GRE General Test Performance.
PUB DATE- Nov 88
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- College Entrance Examinations; *Disabilities; Graduate Study; Higher Education; *Performance Factors; Regression (Statistics); *Scores; *Sex Differences; *Visual Impairments
IDENTIFIERS- *Graduate Record Examinations

Differences in the performance of handicapped and nonhandicapped students on the Graduate Record Examinations General Test as a function of sex group composition were investigated. Hierarchical multiple regression analyses were conducted, regressing General Test scores on sex and handicapped group membership, and adjustments to these scores were computed. Data came from 186 visually impaired students taking the regular test in a standard national administration, 151 visually impaired students taking a large type version, and 105 physically handicapped students taking the regular test type in a national administration. The resulting adjustments had only minimal effects on handicapped/nonhandicapped mean score differences, suggesting that these disparities cannot be ascribed to differences in sex group distributions. Other plausible explanations for observed score disparities between handicapped and nonhandicapped groups are discussed. (Contains 4 tables and 11 references.) (Author/SLD)

ED 395 954 TM 025 031

Zwick, Rebecca; Ercikan, Kadriye
Analysis of Differential Item Functioning in the NAEP History Assessment.
PUB DATE- Nov 88
NOTE- 32p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Blacks; *Ethnic Groups; Grade 11; High Schools; *High School Students; Hispanic Americans; *History; *Item Bias; National Surveys; Sex Differences; *Test Items
IDENTIFIERS- Item Bias Detection; *Mantel Haenszel Procedure; *National Assessment of Educational Progress

The Mantel-Haenszel approach for investigating differential item functioning (DIF) was applied to U.S. history items that were administered as part of the National Assessment of Educational Progress (NAEP). DIF analyses were based on the responses of 7,743 students in grade 11. On some items, Blacks, Hispanics, and females performed more poorly than other students, conditional on number-right score. It was hypothesized that sample enrolled in the fall of 1987, with percentages varying somewhat across the intended fields of study. Enrollment rates did not differ significantly between Blacks, Hispanics, and Whites, nor between males and females. Subsequent enrollment was correlated slightly with college grades but not with test scores. Of examinees who specified an intended field of study, 72% were enrolled in exactly the field they had indicated on the background questionnaire. Another 10% were in a specialty field in the same department. Stepwise regression indicated that examinees with low GRE scores were somewhat more likely to change field than examinees with high scores. Test scores, grades, and known demographic variables in the GRE files with not strongly enough associated with changes in field of study to be useful as predictors of change of field. The intended field-of-study item appears to be a useful and reasonably valid indicator of actual field. Four appendixes present the background questionnaire, a definition of fields of study, change codes, and the rationale for the six-point scale of change. (Contains 23 tables and 6 references.) (SLD)

ED 395 975 TM 025 113

Morgan, Rick
Predictive Validity within Categorizations of College Students: 1978, 1981, and 1985.
PUB DATE- Aug 90
NOTE- 41p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Ability; *Achievement Tests; Change; College Entrance Examinations; *College Freshmen; *Correlation; Ethnic Groups; *Grades (Scholastic); Higher Education; High Schools; Majors (Students); Regression (Statistics); *Scores; Sex Differences; Test Results
IDENTIFIERS- *Scholastic Aptitude Test; Self Report Measures

Scholastic Aptitude Test (SAT) scores, student-reported high school grades, and scores for four other Admissions Testing Program tests were correlated with freshman grade point average for 299,794 students at 198 colleges from the enrolling classes of 1978, 1981, and 1985. The purpose of the study was to determine whether observed changes in correlations between test scores and college grades were: (1) restricted to the SAT; (2) due to changes in student subgroups; and (3) comparable at different ability levels within the freshman class. Declines were found in the correlation of freshmen grades with three of the four achievement tests examined. The data were also analyzed for students classified according to sex, ethnic group, intended major, and SAT score level. Nearly all of these demographic subgroups had the pattern of a stronger relationship of SAT scores with freshman grades for the enrolling class of 1985. A minimal decline in SAT regression weights was found for students scoring in the upper third of SAT test takers within their college. The recent decline in the relationship between SAT scores and freshman grades may be largely focused on students with SAT scores in the lower two-thirds of their respective college classes. Appendix 1 provides the yearly estimate procedure, and Appendix 2 shows the number of colleges for each pair of years. (Contains 15 tables and 7 references.) (Author/SLD)

ED 395 976 TM 025 114

Wightman, Lawrence E.; De Champlain, Andre F.

personal lives. (Contains 1 figure and 25 references.) (Author/SLD)

ED 395 994 TM 025 190

Arnold, Margery E.
The Relationship of Canonical Correlation Analysis to Other Parametric Methods.
PUB DATE- 27 Jan 96
NOTE- 23p.; Paper presented at the Annual Meeting of the Southwest Educational Research Association (New Orleans, LA, January 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Uses in Education; *Correlation; *Statistical Analysis; *Statistics; *Teaching Methods
IDENTIFIERS- *Linear Models; *Parametric Analysis; Statistical Package for the Social Sciences

This paper demonstrates some characteristics that all parametric statistics have in common, using the general linear model as a framework and emphasizing that canonical correlation analysis is the general linear model. Four characteristics of the general linear model are delineated and explained using a program for the Statistical Package for the Social Sciences (SPSS). This program can be duplicated by statistics students and used to teach the concept of the general linear model. More importantly, the characteristics of the general linear model can be used to teach students about the interrelationships between all parametric statistics. Students taught this way can integrate the information about the specific models into the framework of the general model. In this manner, the learning of statistics becomes less of a chore of memorizing confusion and more of an adventure in learning and thinking. An appendix presents a program for the SPSS. (Contains 16 tables and 14 references.) (Author/SLD)

ED 395 995 TM 025 194

Jiang, Hai; And Others
An Estimation Procedure for the Structural Parameters of the Unified Cognitive/IRT Model.
PUB DATE- 8 Mar 96
NOTE- 23p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (New York, NY, April 9-11, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cognitive Processes; *Estimation (Mathematics); *Item Response Theory; *Maximum Likelihood Statistics; Psychometrics; *Test Construction
IDENTIFIERS- *EM Algorithm

L. V. DiBello, W. F. Stout, and L. A. Roussos (1993) have developed a new item response model, the Unified Model, which brings together the discrete, deterministic aspects of cognition favored by cognitive scientists, and the continuous, stochastic aspects of test response behavior that underlie item response theory (IRT). The Unified Model blends psychometric and cognitive science viewpoints and promises to allow the practitioner to recover cognitive information from simple, well-designed tests. This paper proposes an estimation procedure for

Schwartz, Wendy
How To Promote the Science and Mathematics Achievement of Females
  and Minorities. For Parents/about Parents.
SPONS. AGENCY- Office of Educational Research and Improvement
  (ED), Washington, DC.
PUB DATE- 95
NOTE- 5p.; For related documents, see UD 030 946-958.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Academic Achievement; Bilingual Education; *Course Selection (Students); Elementary Secondary Education; *Females; Helping Relationship; *Mathematics Achievement; *Minority Groups; *Parent Role; Role Models; Student Educational Objectives; Student Interests; Student Participation
IDENTIFIERS- Goal Setting

Some minority and female students traditionally have not been given the help they need to enroll and succeed in mathematics and science classes. Now, however, a variety of approaches are available to give these students the extra attention they need. Parents can help children develop an interest in science and mathematics by: (1) identifying role models; (2) stressing the importance of high academic goals and insisting that students not put limits on themselves; (3) encouraging students to interact with teachers and participate actively in class; (4) demonstrating the usefulness of science and mathematics in daily living; (5) urging children to enroll in extracurricular science and mathematics programs; (6) helping children locate question-answering services for homework help; (7) finding tutors and programs to meet the child's needs; and (8) participating in science and mathematics learning activities. Parents should work with the school to make sure children learn advanced science, technology, and mathematics. Schools should be urged to provide this instruction in the children's native language to keep them from losing time as they learn English. (SLD)

ED 396 014 UD 030 954

Schwartz, Wendy
A Guide to Communicating with Asian American Families. For
  Parents/about Parents.
SPONS. AGENCY- Office of Educational Research and Improvement
  (ED), Washington, DC.
PUB DATE- 95
NOTE- 5p.; Based on "Beyond Culture: Communicating with Asian American Children and Families," a digest published by the ERIC Clearinghouse on Urban Education. For related documents, see UD 030 946-958.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Asian Americans; *Communication (Thought Transfer); Communication Skills; *Cultural Awareness; Cultural Differences; Elementary Secondary Education; Multicultural

Desperation and hope have always sent people from their homelands in search of a better life. The massive immigrations of the past two centuries have had large areas of thinly populated land to settle, but many such escape valves are being sealed, while population pressures mount throughout the world. A rising tide of newcomers and their concentration in a few areas has renewed debate about the value of immigration to America. This discussion for young people considers the implications of immigration and immigration policy and discusses the challenges faced by immigrants of the past and current immigrants. Political organizations take positions that range from a complete ban on all immigration to opening the borders to all newcomers. This book relies on the best available government and private sources of information about immigrants to present the arguments on all sides. Of particular interest is a discussion of educating the immigrant. The obligation of a jurisdiction to provide education and the debates about the language in which education should be provided are outlined. There are no simple answers to questions about immigration, but finding some solutions must start with defining the nation's values and hopes. (Contains 3 graphs and 31 references.) (SLD)

ED 396 033 UD 030 974

Gillam, Scott
Discrimination. Prejudice in Action. Multicultural Issues.
PUB DATE- 95
NOTE- 128p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Attitudes; Childrens Literature; *Civil Rights; Disabilities; *Discriminatory Legislation; Elementary Secondary Education; *Ethnic Groups; Futures (of Society); Homosexuality; Multicultural Education; *Racial Differences; Sex Differences; Social Bias; *Social Discrimination; *Stereotypes

This book for young readers explains what discrimination is and explores different types of discrimination and how they have developed over the years. Laws that make it more difficult to discriminate against others are described, and the struggle for human rights is outlined. Discrimination means acting unfavorably toward someone based on the group to which that person belongs rather than on the person's own merits. Prejudice is a belief or an attitude; discrimination involves an action that displays prejudice. When one discriminates, he or she considers the person, not as a person, but as a stereotype. Individual chapters discuss racial discrimination, gender discrimination, discrimination against homosexuals, age discrimination, and discrimination against people with disabilities. The future of discrimination in the United States is considered. A glossary and a list of 21 resource organizations are included. Twenty-one sources are listed for further reading. (SLD)

ED 396 034 UD 030 990

Hernandez, Ramona; And Others
The Socioeconomic Status of Dominican New Yorkers.
SPONS. AGENCY- Aaron Diamond Foundation, Inc., New York, NY.; New York State Legislature, Albany.
PUB DATE- Apr 96
NOTE- 6p.; Based on a monograph, "Dominican New Yorkers: A Socioeconomic Profile, 1990" by Ramona Hernandez, Francisco Rivera-Batiz, and Roberto Agodini, see UD 030 993.

benefit analysis. (Contains 179 references.) (BEW)

ED 395 585 IR 055 889

Baum, Christina D.
Feminist Thought in American Librarianship.
PUB DATE- 92
NOTE- 180p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Information Analyses/State-of-the-art Materials (070),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Content Analysis; Employed Women; *Females; *Feminism; History; Librarian Attitudes; *Librarians; *Library Science; Literature Reviews; Politics
IDENTIFIERS- American Library Association Convention

The research outlined in this book traces the impact of various kinds of feminism on the thought and political agenda of American library women from 1965 through 1985. Chapter 1 focuses on the debate within librarianship regarding the influence of feminism on the profession. Chapter 2 outlines the differences between the two most prominent feminist ideologies affecting librarianship: liberal or mainstream, and radical. Chapter 3 briefly discusses the impact of feminism on librarianship from the late nineteenth and early twentieth centuries to the present. Chapter 4 consists of an interpretive content analysis of the literature about library women written by American library women. Chapter 5 is an analysis of the citations that appear in the literature and Chapter 6 constitutes a content analysis of "women's programming" at the American Library Association (ALA) annual meetings. Chapter 7 discusses the conclusions deducted from this study and gives implications for these conclusions; suggestions are also given for future study. Appendices include an annotated bibliography of the 250 articles and books examined, and a listing of "women's programming" that was held at the ALA annual meetings, 1965-85. (Contains 151 references.) (Author/AEF)

ED 395 586 IR 055 890

Smith, Linda C., Ed.; Gluck, Myke, Ed.
Geographic Information Systems and Libraries: Patrons, Maps, and Spatial Information. Papers presented at the Clinic on Library Applications of Data Processing (Champaign, Illinois, April 10-12, 1995).
PUB DATE- 96
NOTE- 240p.; Papers presented at the 1995 Clinic on Library Applications of Data Processing (Champaign, IL, April 10-12, 1995).
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - Proceedings (021)
DESCRIPTORS- *Access to Information; Atlases; Cartography; Information Needs; Information Retrieval; Information Sources; *Information Technology; *Libraries; Library Services; *Maps; *Online Systems; Optical Data Disks
IDENTIFIERS- Digital Data; Electronic Libraries; *Geographic Information Systems; Government Information; Spatial Characteristics of Data

This document assembles conference papers which focus on how electronic technologies are creating new ways of meeting user needs for spatial and cartographic information. Contents include: (1) "Mapping Technology in Transition" (Mark Monmonier); (2) "Cataloging Planetospatial Data in Digital

Students; *Operating Expenses; Resource Allocation; *School District Spending; Two Year Colleges
IDENTIFIERS- *California Community Colleges; San Joaquin Delta College CA

Consisting primarily of tables, this two-part report provides a detailed summary of the cost of education per full-time equivalent student (FTES) for the 71 California community college districts in the 1994-95 academic year. Introductory sections describe data sources and present a table showing 1994-95 FTES for the 71 districts by resident, nonresident, and apprentice status and total FTES. The first part then provides data that includes both restricted and unrestricted expenditures, ranking the districts according to FTES costs. Tables provided in this part show costs per unit of FTES for instructional salaries and benefits, non-instructional salaries and benefits, operating expenses, and the overall cost of education. Part 2 then provides tables related to unrestricted expenses only, also ranking the districts according to FTES costs. Tables presented show costs per unit of FTES for teachers' salaries, certificated salaries other than teaching, classified salaries, employee benefits, supplies, other expenses and supplies, overall cost of education before exclusion, equipment replacement, and overall cost of education after exclusion. Figures representing costs incurred at San Joaquin Delta Community College District are highlighted. (TGI)

ED 395 605 JC 960 356

Kanter, Martha; Viar, David
A Framework for Change. A Report.
PUB DATE- Jun 94
NOTE- 34p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Administrator Role; *College Administration; College Governing Councils; *College Planning; Community Colleges; Educational Environment; *Environmental Scanning; *Futures (of Society); *Long Range Planning; Mission Statements; *Strategic Planning; Teacher Role; Trend Analysis; Two Year Colleges
IDENTIFIERS- California Community Colleges

Steps that can help community colleges increase the level of certainty in planning for the future include identifying elements of both internal and external environments that will have an influence, selecting a model for thinking and planning strategically, identifying critical issues, designing a framework for pursuing fundamental change, initiating internal dialogue on priorities and actions, moving the dialogue to external audiences, and building coalitions to help implement changes. To be effective, colleges should use a market-driven planning process that emphasizes analysis of the environment in which they do business and the evaluation of results. Such a process revolves around three phases, beginning with college administrators and then moving to faculty and staff and to the college's external audiences. Further, the process involves the following four major steps: (1) policy-level planning, in which the board of trustees, CEO, and senior college leaders meet to develop a frame for planning and develop a better understanding of the challenges facing the college; (2) the presentation of the plan to faculty and staff for their consideration and to identify change priorities; (3) the use of these departmental priorities by the CEO and key college leaders to develop college-wide priorities; and (4) the development of a college-courses: an entry-level sociology and an entry-level psychology course using cooperative learning strategies and control entry-level sociology and psychology courses using more traditional methods. The experimental courses involved small group learning activities, such as discussions, problem solving, and study reviews, while the traditional teaching methods used in the control groups included lectures, question and answer sessions, and textbook/study guide reviews. An analysis of final course grades for the 50 students completing cooperative learning sections and the 100 completing control sections found no significant differences in grades, suggesting that cooperative learning was not more effective than traditional methods. However, based on student comments on course evaluations, students tended to respond positively to the cooperative learning methods that they experienced. Contains 85 references. Comments from students in cooperative learning sections are appended. (TGI)

ED 395 623 JC 960 374

Price, Len; And Others
Workforce Development and Preparation Initiatives: Implications for the California Community Colleges.
PUB DATE- Nov 95
NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Accountability; *College Role; Community Colleges; *Educational Change; *Government School Relationship; Institutional Mission; Job Training; *Labor Force Development; *State Regulation; Statewide Planning; Two Year Colleges; *Vocational Education
IDENTIFIERS- *California

In California, major proposals involving radical changes for workforce development and preparation have been developed and could have considerable impact on the authority, accountability, and fiscal management of the vocational education programs and services offered by the state's community colleges. These initiatives include the development of a statewide plan for engaging the private sector in workforce preparation, the creation of a system of one-stop career centers, and the establishment of a school-to-career system. These proposed programs would have the following implications for community colleges: (1) the diminished authority and responsibility of locally elected boards; (2) a lack of emphasis on the primary importance of faculty expertise; (3) a lack of authority of local college boards to respond to the concerns of the public and students; (4) the proposals assign functions to other agencies that are clearly within the statutory mission of the community colleges; and (5) the proposed creation of new career development centers and a reporting system could affect funding for the existing systems in place at the community colleges. In addition, the initiatives include different performance-based accountability methods from those already implemented in the community colleges related to retention, persistence, completion, placement and transfer, competence, and standards. To respond to the proposals, colleges should establish immediate response and press release writing teams, build regional consortiums, and organize community groups and existing advisory boards to respond. (TGI)

As part of a study of two-year instructional opportunities, this paper discusses the structure of associate degrees in Indiana according to the amount of general education required, degree designations used by public institutions in concert with program major designations, and what these requirements and designations imply for transferability. The paper opens with a list of previous working papers related to two-year instructional opportunities in Indiana, a description of terminology used in the analysis, and policy statements for associate degree programs developed by the American Association of Community Colleges (AACC). Next, the paper examines the associate degree programs in Indiana, indicating that the associate of science (AS), the most common degree, is used for career-oriented or transfer programs and the associate of arts (AA) designation is used infrequently and most often designates a liberal arts or general studies degree program. Information from other states is then provided, indicating that ratio of associate degrees conferred by two-year institutions to those by four-year institutions was 1 to 1 in Indiana but 10 to 1 for the nation as a whole. Appendixes include a list of selected out of state degree designations and purposes, policy statements by the AACC, and background information on selected states with a significant public technical college presence. (TGI)

ED 395 641 JC 960 395

Transferring Ivy Tech Credit to Public Institutions: 1996 Progress Report.
PUB DATE- 2 Apr 96
NOTE- 59p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Articulation (Education); *College Curriculum; Community Colleges; *General Education; *Intercollegiate Cooperation; Program Content; State Legislation; Statewide Planning; *Transfer Policy; *Transfer Programs; Two Year Colleges
IDENTIFIERS- *Indiana Vocational Technical College

A 1992 Indiana law required public institutions of higher education to jointly identify at least 30 semester credit hours of comparable general education (GE) courses fulfilling graduation requirements at each institution. Ten, 3-hour GE courses were identified and found to transfer among all of the state's institutions except the Indiana Vocational Technical College (IVTC) system. As of 1996, one of the ten courses was not offered in the system, although seven of the remaining nine courses were regularly taught in all or most of the IVTC campuses. With respect to the transferability of these courses to state four-year colleges, all except for two Indiana University (IU) campuses accepted transfer credit for seven or more of the nine mandated courses offered by IVTC. In addition to the nine mandated courses, IVTC offered 29 other GE courses bearing credit and counting toward graduation requirements; however, seven public campuses accepted only one or none of these GE courses. Finally, with respect to the transfer of IVTC associate degree programs, 13 programs transferred 50% or more of their credits to a related baccalaureate degree, while 30 program transfer understandings were in place with four-year institutions. Appendixes, comprising the bulk of the report, provide a list of GE courses offered at IVTC; a table of campuses that accept credit for each IVTC GE course; and a table of IVTC program transferability, showing the percentages

ED 395 659 PS 023 992

Betz, Phyllis
Nationally Validated On the Way to SUCCESS in Reading and Writing with EPSF Program Development and Evaluation Goals and Studies. Summary. Submitted to ERIC in 1995.
PUB DATE- 95
NOTE- 51p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142),Numerical/Quantitative Data (110)
DESCRIPTORS- *Compensatory Education; Early Childhood Education; *Early Intervention; Faculty Development; Grade 1; Grade 2; *High Risk Students; Kindergarten; Longitudinal Studies; Migrant Programs; Parent Participation; Primary Education; *Program Evaluation; Statistical Data; Teachers
IDENTIFIERS- Categorical Data; Curriculum Alignment; *Early Prevention of School Failure

On the Way to SUCCESS in Reading and Writing with Early Prevention of School Failure (EPSF) is a program targeting children (4-9 years) in danger of academic failure and their families. Major components of the program are age- and individual-appropriate development learning activities, professional development, curricula aligned with initial and ongoing assessments from prekindergarten through the primary grades, and classroom activities integrated with teacher-guided parent activities at home. This report summarizes program development activities and relevant evaluation studies designed to determine whether each program goal was achieved. Part 1 summarizes studies demonstrating sustained program effects. Part 2 relates development and evaluation of the effects of the EPSF holistic approach to the needs of educators implementing kindergarten and first grade components. Part 3 describes development of authentic assessments and the study of mixing qualitative and quantitative data. Part 4 relates implementation of key program elements to positive evaluation outcomes. Part 5 describes annual studies of kindergarten student data and relates them to EPSF staff development and the leadership training process. The migrant study is also reviewed. Attachments include (1) "Holistic Approach to Program Implementation and Evaluation"; (2) "Permanent Transition Records for Learner-Centered Schools"; (3) "Linking Developmental Program Assessments"; (4) "A Framework for Dovetailing Children's Assessments"; (5) "Kindergarten Classroom Monitoring Checklist"; (6) "First Grade Classroom Monitoring Checklist"; (7) "EPSF Reading Portfolio Checklist and Rating Scale"; (8) "EPSF Standards and Descriptors to Assist Teachers Assessing Writing Progress"; (9) "EPSF Writing Portfolio Checklist and Rating Scale"; and (10) "Student Profile (computer-generated)." Contains 31 references and 7 tables. (LSH)

ED 395 660 PS 024 011

Home Learning Enablers and Other Helps: Ages 4 to 36 Months. Infant-Toddler HLE Manual.
PUB DATE- 94
NOTE- 62p.; For Later Elementary-Middle School Home Learning Enablers Manual, see PS 024 012; for Home Learning Enablers for Ages Two to Twelve, Parent Papers, and Program Enrichment Papers, see PS 024 131.
LANGUAGE- English

Child Welfare; Community Services; Day Care; Drug Use; *Family Programs; *Federal Programs; Foster Care; *Human Services; Juvenile Gangs; Prevention; Program Descriptions; Refugees; Runaways; Social Services
IDENTIFIERS- *Administration for Children and Families; Community Empowerment; Enterprise Zones; Project Head Start

This paper provides 1- to 6-page fact sheets on 15 programs administered by the U.S. Department of Health and Human Services' Administration for Children and Families. Each fact sheet provides information on program services and funding. The fact sheets cover the following programs: Youth Gang Drug Prevention, Refugee Assistance, Runaway and Homeless Youth, Head Start, Early Head Start, Foster Care and Adoption Assistance, Child Care and Development Block Grant (CCDBG), Child Care, Community Services, Social Services Block Grant, Family Preservation and Family Support Services, Empowerment Zones and Enterprise Communities, Child Abuse and Neglect, and Child Welfare Services. (MDM)

ED 395 679 PS 024 225

Ireton, Harold
Appreciating Children's Development Using Parents' and Teachers' Observations.
PUB DATE- Apr 96
NOTE- 14p.; Paper presented at the Annual Early Childhood Education Conference (18th, Menomonie, WI, April 25-27, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Checklists; *Child Development; Evaluation Criteria; *Evaluation Methods; *Infants; Language Acquisition; Motor Development; *Observation; Parent Role; Social Development; Teacher Role; *Toddlers

This paper discusses the use of child development charts to assess the social, self-help, gross motor, fine motor, and language development of infants and young children. It examines the roles of teachers and parents in observing and assessing children's development and provides 2 checklists, one for infants from birth through 21 months (at 1-month intervals), and one for children from 6 months through age 5 (at 3- and 6-month intervals). The paper explains how teachers and parents can use these and other checklists and evaluations to map social, self-help (independence skills), gross motor, fine motor, and language development. Sample teacher and parent observation checklists are included. (MDM)

ED 395 680 PS 024 226

Head Start Dental Health Curriculum.
PUB DATE- 94
NOTE- 150p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Curriculum Guides; *Dental Health; Disabilities; *Learning Activities; Preschool Curriculum; Preschool Education
IDENTIFIERS- *Project Head Start

This curriculum for Head Start programs provides preschool learning experiences that teach about dental health. The majority of the curriculum guide is devoted to the following assessment instruments. Varying information is presented for each test, but may include a description, its applications, available training materials, and information on reliability and validity. Screening tests include: (1) "Developmental Indicators for the Assessment of Learning-Revised"; (2) "Early Screening Profiles"; (3) "FirstSTEP: Screening Test for Evaluating Preschoolers"; and (4) "Kaufman Survey of Early Academic and Language Skills." Seven language tests are described, including: (1) "Oral and Written Language Scales"; and (2) "Test de Vocabulario en Imagenes Peabody" (Spanish version of "Peabody Picture Vocabulary Test"). Nine intellectual screening and assessment instruments are described, including: (1) "Kaufman Brief Intelligence Test"; (2) "Mullen Scales of Early Learning"; (3) "Infant-Toddler Developmental Assessment"; (4) "Bayley Scales of Infant Development"; (5) "Wechsler Preschool and Primary Scale of Intelligence-Revised"; and (6) "Kaufman Assessment Battery for Children." Also described is a parent instrument, "Child Development Inventory"; "System to Plan Early Childhood Services"; "Test of Variables of Attention"; and "Behavior Assessment System for Children." The descriptions note which tests have Spanish directions and which are especially appropriate for children with language delays, and briefly describes several resources available on early childhood assessment. (Contains 11 references.) (KDFB)

ED 395 697 PS 024 274

Williams, Linda K.; And Others
Caring and Capable Kids: An Activity Guide for Teaching Kindness, Tolerance, Self-Control and Responsibility.
PUB DATE- 96
NOTE- 210p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Activity Units; Altruism; Children; Decision Making; Discussion Groups; *Ethical Instruction; *Interpersonal Competence; *Interpersonal Relationship; *Moral Values; Peer Influence; Responsibility; Self Control; Songs; *Values Education
IDENTIFIERS- Assertion; *Caring; *Compassion; Lyrics; Respect; Sharing Circles; Tolerance

With the purpose of developing caring and capable children, this book offers teachers and counselors a collection of over 75 activities as teaching and guidance tools. Characteristics of caring and capable children, which reflect the development of empathy, compassion, assertiveness, and self-discipline, are described. The activities are grouped into the following eight developmental units: (1) kindness; (2) tolerance; (3) respect; (4) service to others; (5) responsibility; (6) self-control; (7) peer pressure; and (8) ethical decision making. The first component of each unit is a short story that embodies the unit theme, followed by questions to facilitate an exchange of reactions to the story. Also following each story is a sheet for students to record their personal responses to the story and similar situations that they may have experienced. The subsequent four or five activities in each unit are designed as small-group discussions, called "sharing circles." Their purpose and the process of their implementation are described in the introductory chapter. In addition, four to six class activities are included in each unit. The final component of each unit consists of song lyrics that relate to the theme of

Learning Activities; Peer Relationship; *Play; Preschool Education; Prosocial Behavior; *Puppetry; *Scripts; *Visual Impairments
IDENTIFIERS- *Guided Practice

Many children with and without disabilities fail to develop the requisite social skills necessary to obtain a level of social competence that facilitates positive peer interactions and relationships. This study was designed to test a combination of training and generalization techniques to promote independent social interactions for children with severe visual impairment. Methods used were sociodramatic script training using puppets, social skills training, systematic instruction, and the generalization techniques of naturally occurring contingencies and multiple exemplars. The subjects included a 30-month-old girl with severe esotropia and four of her classmates without disabilities. All of the subjects were enrolled in an integrated preschool. Results demonstrated that the visually impaired child learned the target behaviors and generalized their use to free-play activities with her peers. The study supports the use of puppet script training using sociodramatic scripts to teach social skills to young children with visual impairments and suggests that script training sessions immediately followed by free play activities with group participants promotes the generalization of taught social skills without teacher prompting in the generalized setting. In addition, teaching sociodramatic scripts related to actual social skills such as greetings, respondings and conversations probably facilitated generalization since the skills taught in the scripts were more applicable to the natural environment. Further studies should incorporate additional students and group participants for puppet script training and expand data collection to all subjects. Contains 17 references. (MOK)

ED 395 716 PS 024 358

Epstein, Debbie
Cultures of Schooling, Cultures of Sexuality.
PUB DATE- Apr 96
NOTE- 18p.; Paper presented at the Annual Conference of the American Educational Research Association (77th, New York, NY, April 8-12, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Child Behavior; Early Childhood Education; *Educational Environment; Foreign Countries; Homosexuality; *Sex Differences; Sex Education; *Sex Role; *Sexual Identity; Young Children
IDENTIFIERS- England; Gender Issues; *Heterosexuality

In response to articles in London's "Daily Mail" newspaper asserting that young children do not have the intellectual, social or moral skill to grasp the concept of heterosexuality and should not be exposed to lessons in bisexually or homosexuality, this paper argues that sexuality is pervasive in primary schools and suggests that the presumption of heterosexuality is the key matrix through which gender is understood by the children themselves, by most teachers and by other adults active in the school culture. Based on in-depth observation of and interviews with children in schools in London and central England, the paper contends that heterosexuality is a part of the stuff of every day life on playgrounds and in classrooms and is represented in: (1) imagined futures; (2) traditional games and rhymes; (3)

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- American Indian Languages; Community Role; Cultural Influences; *Cultural Maintenance; Elementary Secondary Education; Family Role; Identification (Psychology); *Indigenous Populations; *Language Acquisition; Language Attitudes; *Language Maintenance; Language Skill Attrition; Native Language Instruction; Native Speakers; School Role; Sociolinguistics; Values
IDENTIFIERS- *Language Shift; Native Americans

This paper addresses the impact of language loss on culture and the need for developing effective strategies for language restoration. Culture is expressed through language; when language is lost, those things that represent a way of life, a way of valuing, and human reality are also lost. However, if you talk to members of a particular culture about language loss, they do not address the symbolism of the language but rather talk about the sacredness of language, the sense of kinship associated with language, and their moral commitment to language. Millions of people worldwide are making an effort to restore or maintain their native language. However, there are many more failures than successes in stabilizing weak languages. One reason is that whenever a weak culture is in competition with a strong culture, it is an unfair match. There is also a kind of resistance among cultural groups to the idea that something is happening to their language. Older people may be talking the language, telling stories in it, and doing all the traditional things in it, but they are not likely to be teaching children the language. By this time it is usually too late, because a new language has entered the picture and a new language-culture relationship has developed. Another reason why language restoration is difficult is because people frequently settle for acquiring the language not as a mother tongue, but during the school experience. Relying solely on the school for language transmission is not effective because it focuses on literacy as opposed to the life of the language and its relationship to the culture. Reversing language shift needs to include strategies directed toward family life, culture building, and promoting a sense of community. Schools alone cannot do this; it will take a concerted effort among all members of a cultural group to ensure that effective strategies are being implemented to foster language transmission from generation to generation. (LP)

ED 395 733 RC 020 522

Francis, Norbert; Nieto Andrade, Rafael
Stories for Language Revitalization in Nahuatl and Chichimeca.
PUB DATE- 96
NOTE- 12p.; In: Stabilizing Indigenous Languages; see RC 020 517.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- American Indian Education; *American Indian Languages; *Bilingual Education Programs; Bilingual Students; *Childrens Writing; Elementary Education; Elementary School Students; Foreign Countries; Indigenous Populations; *Language Maintenance; *Language Skill Attrition; Language Usage; Literacy Education; Mexicans; *Native Language Instruction; Story Telling

theory that should provide a firmer foundation for antipoverty policies and programs. Written by over 50 leading social scientists, the Task Force report explains that the "culture of poverty" theory is logically flawed and lacks factual support, and that human capital and economic organization theories are incomplete. New theories of poverty must incorporate issues of gender, race, and ethnicity; links between local conditions and global changes; effects of community social structures on the intergenerational transmission of poverty; and influences of macrolevel economics and national and state actions. Following an introduction (Gene F. Summers and others) that summarizes major poverty trends and existing theories, the chapters are: (1) "Poverty in Rural America: Trends and Demographic Characteristics" (Robert Hoppe); (2) "Human Capital, Labor Supply, and Poverty in Rural America" (Daniel T. Lichter and others); (3) "Work Structures and Rural Poverty" (Leonard E. Bloomquist and others); (4) "Spatial Location of Economic Activities, Uneven Development, and Rural Poverty" (Thomas A. Lyson and others); (5) "Theories in the Study of Natural Resource-Dependent Communities and Persistent Rural Poverty in the United States" (Craig R. Humphrey and others); (6) "Persistent Rural Poverty and Racial and Ethnic Minorities" (Matthew Snipp and others); (7) "Women and Persistent Rural Poverty" (Ann Tickamyer and others); (8) "Rural Families and Children in Poverty" (Patricia Garrett and others); (9) "The Rural Elderly and Poverty" (Nina Glasgow and others); and (10) "The State, Rural Policy, and Rural Poverty" (Frederick H. Buttel and others). Contains approximately 900 references. (SV)

ED 395 750 RC 020 624

Hoppe, Robert
Poverty in Rural America: Trends and Demographic Characteristics. Chapter 1.
PUB DATE- 93
NOTE- 20p.; In: Persistent Poverty in Rural America; see RC 020 623. Foreword by Emery N. Castle.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Blacks; Children; *Demography; *Economic Factors; Family Structure; *Geographic Distribution; Hispanic Americans; Inner City; *Nonmetropolitan Areas; Older Adults; Place of Residence; *Poverty; Rural Areas; *Rural Urban Differences; Suburbs; Whites
IDENTIFIERS- United States (South)

This chapter examines recent trends in rural poverty and discusses some characteristics of the rural poor compared to the urban poor. Sources of poverty data for 1967-90 include the income supplement of the Census Bureau's annual Current Population Survey and personal income data compiled by the Bureau of Economic Analysis. "Rural" and "urban" are defined as nonmetropolitan and metropolitan areas, respectively. The nonmetro poverty rate decreased from 20.2 percent in 1967 to 13.5 percent in 1978, increased to 18.3 percent in 1983, then declined to 15.7 percent by 1989. Although nonmetro poverty rates were higher than total metro poverty rates throughout the period, the central city poverty rate has surpassed the nonmetro rate since the late 1970s. All poverty rates increased sharply from 1979 to 1983 because prices increased more rapidly than income, economic downturns decreased earnings, and tightened eligibility requirements increased poverty by removing people from the welfare rolls or by reducing their benefits. When metro poverty rages began to decline in 1983,

EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Elementary Education; Grade 4; Grade 5; Hands on Science; Lesson Plans; Plant Propagation; Plants (Botany); Thematic Approach

Magnificent Mum Education Program is a theme-based program developed around the garden mum. With its bright colors, various flower forms, perennial life cycle, and easy propagation, the garden mum is ideal for classroom use and community planting programs. The mum-theme lessons can be integrated into all subject areas including science, math, reading, social studies, language arts, art, and environmental studies. This program is not meant to replace core curriculum but rather to reinforce basic concepts and to enrich lessons. Intended for grades 4-5 lesson plans cover the following topics: structure, function, and size; identification, comparison, and classification in the mum family; diversity and development; the life cycle of the mum; planting, pinching, and propagating; light and temperature; soil and soil helpers; water; plant helpers and plant harmers; getting to know the garden; and garden decisions and design. Basic information and tips for the teacher, creative projects, enrichment ideas, school and community projects, and reproducible worksheets are also included. The teacher resource kit includes stickers, a poster, and fact sheets. (JRH)

ED 395 772 SE 058 190

Kelleher, Christine, Ed.
Magnificent Mum Education Program Featuring the Mum Kids (Grades 2-3).
PUB DATE- 93
NOTE- 53p.; For program for grades 4-5, see SE 058 189.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Elementary Education; Grade 2; Grade 3; Hands on Science; Lesson Plans; Plant Propagation; *Plants (Botany); Science Activities; Thematic Approach

The Magnificent Mum Education Program is a theme-based program developed around the garden mum. With its bright colors, various flower forms, perennial life cycle, and easy propagation, the garden mum is ideal for classroom use and community planting programs. The mum-theme lessons can be integrated into all subject areas including science, math, reading, social studies, language arts, art, and environmental studies. This program is not meant to replace core curriculum but rather to reinforce basic concepts and to enrich lessons. Intended for grades 2-3, lesson plans cover the following topics: structure, function, and size; identification, comparison, and classification in the mum family; diversity and development; the life cycle of the mum; planting, pinching, and propagating; light and temperature; soil and soil helpers; water; plant helpers and plant harmers; getting to know the garden; and garden decisions and design. Basic information and tips for the teacher, creative projects, enrichment ideas, school and community projects, and reproducible worksheets are also included. The teacher resource kit includes stickers, a poster, a reference list, and fact sheets. (JRH)

ED 395 773 SE 058 198

Eight physical science textbooks were analyzed for coverage on acids, bases, and neutralization. At the level of the text, clarity and coherence of statements were investigated. The conceptual framework for this topic was represented in a concept map which was used as a coding tool for tracing concepts and links present in textbooks. Cognitive demands placed by the textbooks on the reader were considered. Results indicated that although textbooks are readable, they fail in making explicit connections to important, underlying themes such as chemical change and physical properties. Cognitive demands placed on the reader include concurrent spatial and proportional reasoning. Furthermore, results suggest that conceptual frameworks which the students are exposed to in textbooks might be deficient not only in terms of content but also in terms of how content is weaved into a broader framework. (Contains 11 figures, 3 tables, and 58 references.) (Author)

ED 395 792 SE 058 378

McGinnis, J. Randy; And Others
Researching the Preparation of Specialized Mathematics and Science Upper Elementary/Middle-Level Teachers: The 2nd Year Report.
SPONS. AGENCY- National Science Foundation, Arlington, VA.
PUB DATE- 30 Mar 96
NOTE- 35p.; Paper presented at the Annual Meeting of the National Science Teachers Association (St. Louis, MO, March 30, 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Demonstration Programs; Educational Research; Higher Education; *Interdisciplinary Approach; Intermediate Grades; Interviews; Junior High Schools; Mathematics Education; *Mathematics Teachers; Middle Schools; *Preservice Teacher Education; Science Education; *Science Teachers; *Specialists; Surveys
IDENTIFIERS- Statewide Systemic Initiative

This report orients the reader to the Maryland Collaborative for Teacher Preparation (MCTP) and gives an overview of the ongoing research activities being conducted within the project. The MCTP is a National Science Foundation funded statewide undergraduate program for students who plan to become specialist mathematics and science upper elementary or middle level teachers. The goal of the MCTP is to promote the development of teachers who are confident teaching mathematics and science, and who can provide an exciting and challenging learning environment for students of diverse backgrounds. Four research studies being conducted within the Research Group focus on the following: (1) statistical examination of data from the college student version of the MCTP "Attitudes and Beliefs About the Nature of and the Teaching of Mathematics and Science" instrument, (2) discourse examination of the mathematics and science MCTP faculty discussing science and mathematics, (3) perception of MCTP teaching faculty on the integration of mathematics and science and on barriers to implementing integration in their classes, and (4) teaching practices of an MCTP mathematics professor. Two appendixes contain college student versions of survey and faculty interview protocols. (Contains 17 references.) (Author/MKR)

ED 395 793 SE 058 379

available to women today. Unfortunately, the conference does not appear to influence young women's decision making regarding their education and career choices. Recommendations for improvement are made. Appendix includes conference participant survey. (Author)

ED 395 813 SE 058 428

Swann, John M.
An Investigation into the Effectiveness of Transition Mathematics.
PUB DATE- 9 Apr 96
NOTE- 44p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 9, 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Achievement Tests; Grade 7; Junior High Schools; *Junior High School Students; Matched Groups; *Mathematics Tests; Standardized Tests; *Textbooks
IDENTIFIERS- *University of Chicago School Mathematics Project

This two-part study was done to investigate the effectiveness of the University of Chicago School Mathematics Project (UCSMP) Transition Mathematics Program implemented by Lexington School District (South Carolina) during the 1993-94 school year. Results on four mathematics subtests of the Stanford Achievement Test, 8th Edition are considered in Part 1 of the study: Total Mathematics, Concepts of Number, Mathematics Computation, and Mathematics Application. PSAT results are considered in Part 2. The Experimental Group for Part 1 of the study was 260 7th grade UCSMP students. The Control Group consisted of 260 students from the prior year cohort individually matched with Experimentals on Total Mathematics scores with secondary consideration to Total Reading scores. No significant difference between experimental and control groups was found for the Total Mathematics or Concepts of Number subtests. The Experimental Group performed significantly better on the Mathematics Applications subtest. The Controls performed significantly better on the Mathematics Computation subtest. Complete sets of PSAT scores were available for 72 of the matched pairs of subjects. These 72 matched pairs became the subjects for Part 2 of the study. The Experimentals performed significantly better on the Mathematics portion of the PSAT. No difference was found on the Verbal portion of the PSAT. (Author/MKR)

ED 395 814 SE 058 448

Jurenka, Nancy Allen; Blass, Rosanne J.
Beyond the Bean Seed: Gardening Activities for Grades K-6.
PUB DATE- Mar 96
NOTE- 195p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Childrens Literature; Elementary Education; Outdoor Activities; Plant Propagation; *Plants (Botany); *Science Activities

This book aims at connecting gardening with literacy and children's literature and is designed for adults who work with children including classroom teachers, horticulturists, arboretum and botanical garden educational directors, librarians, garden center teachers, and camp counselors. It

(Sergei A. Povalyaev); (8) "What Are the Challenges Which Face Humanity in the Next Twenty to Thirty Years?" (Ian Winchester); (9) "The Future of Education in Asia and the Pacific" (Leonardo de la Cruz); (10) Untitled paper (Ingemar Fagerlind); (11) "Some Recommendations and Directions" (D. Hernandez); (12) "Moral Education faced with the Challenge of the Scientific and Technological Revolution of the 21st Century" (Lu Jie); (13) "Ideas of China's Educational System in the 21st Century" (Hao Keming); (14) Untitled paper (Dr. Klein; Dr. A. Grik); (15) "A World Encountering Limits to Quantitative Change: Thoughts on Making 'Quality' Respectable" (G. Kutsch); (16) "Enhancing the Quality of Teachers is the Priority in Meeting the Twenty-first Century Education" (Gu Mingyuan); (17) Untitled paper (I. Muravieva); (18) "On Enhancing the Quality of Education Through Effective Learner-Teacher Interaction" (Toshio Ohsako); (19) Untitled paper (Shin Se-ho); (20) Untitled paper (Ramiro Tobon); (21) "An Investigation of a Mode of Fundamental Education in the 21st Century-Basics and Principle of Planning Future Curriculum, Subject Matter and Methods of Teaching" (Sang Xinmin); and (22) "Improving Learning/Teaching in the Third World" (R. F. Amonoo). A discussion guide, final report, and list of participants are appended. (EH)

ED 395 834 SO 024 904

Selwyn, Douglas
Arts & Humanities in the Social Studies. NCSS Publications Bulletin 90.
PUB DATE- 95
NOTE- 67p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Cross Cultural Training; Culture; *Fine Arts; Fused Curriculum; Global Approach; Holistic Approach; *Humanities; Humanities Instruction; Integrated Activities; *Interdisciplinary Approach; *Social Studies; *Thematic Approach; Unified Studies Curriculum; Units of Study

This bulletin is designed to help teachers integrate the arts and humanities into the social studies curriculum. The volume includes three chapters. Chapter 1, "Learning Through the Arts," features the following sections: (1) "Integration"; (2) "Assessment"; and (3) "References and For Further Reading." Chapter 2, "Using Theater in the Classroom," provides the following lessons: (1) "Statues--Slave Life in the Plantation South"; (2) "Mock Trials--Trial Procedure"; (3) "Debate and Town Meeting--The Triangular Trade"; (4) "Simulation--Apartheid Passbook"; (5) "Inhabiting History--World War I"; and (6) "References and For Further Reading." Chapter 3, "Creative Writing and Literature," contains the following lessons: (1) "Student Journals"; (2) "Journals"; (3) "Letter Writing--World War I"; (4) "Gutenberg and the Monks of the Middle Ages"; (5) "Parallel Journals--Stanley's and Africans' Observations"; (6) "Learning History Through Plays--'Galileo' by Bertolt Brecht"; (7) "Learning History Through Novels--'Water Music' by T. C. Boyle; (8) "Learning History through Biography--'Abraham Lincoln' by Gore Vidal"; (9) "Learning History Through Essays--'Memory of Fire' by Eduardo Galeano"; (10) "Learning History Through Storytelling--Ijaw Stories"; and (11) "References and For Further Reading." (EH)

ED 395 835 SO 024 959

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Active Learning; *Citizen Participation; *Citizenship Education; *Civics; Community Programs; Community Relations; Community Services; Law Related Education; Public Affairs Education; Public Policy; *School Community Relationship; Secondary Education; *Service Learning; Social Responsibility; *Social Studies

This booklet describes the relationship of service learning to the social studies and examines public policy issues as a crucial step in the service learning process. Service learning is defined and explained using the ACT (Active Citizenship Today) approach whereby students: (1) define and focus on their community; (2) research community problems, select one, and research it more fully; (3) analyze and evaluate public policies related to the problem; (4) design and implement a service project to address the problem; and (5) reflect upon and evaluate the process. Student handouts are included, as well as a resource list for further information. (EH)

ED 395 856   SO 025 944

Williams, Mary Louise; Mowry, George
Global Responses to Potential Climate Change: A Simulation.
PUB DATE- Dec 95
NOTE- 73p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Environmental Education; Futures (of Society); *Global Education; *Interdisciplinary Approach; Role Playing; *Science and Society; Science Education; *Simulation; *Social Change; Social Influences; Social Problems; Social Science Research; Sustainable Development

This interdisciplinary five-day unit provides students with an understanding of the issues in the debate on global climate change. Introductory lessons enhance understanding of the "greenhouse gases" and their sources with possible global effects of climate change. Students then roleplay negotiators from 10 nations in a simulation of the International Negotiating Committee (INC) for a Framework Convention on Climate Change, as a part of the United Nations Intergovernmental Panel on Climate Change (IPCC). Students explore the possible areas where agreements could be the basis for the writing of a global treaty to stabilize or reduce greenhouse gases. The postscript and update sections explain the scientific research that led to the IPCC Summary as reported to the global community December 1995. Attachments provide all necessary student materials including: (1) "Getting to Know Your Nation"; (2) "Comparative Data for Nations" (table); (3) "Background Information on Global Climate Change"; (4) "Sources of Greenhouse Gases from Human Activity" (table); (5) "Global Climate Change--Accountability by Nation"; (6) "Simulation: The Intergovernmental Negotiating Committee"; (7) "Negotiating Positions"; and (8) "Postscript and Update." (EH)

ED 395 857   SO 025 945

Allen, Ray; Groce, Nancy, Ed.
Folk and Traditional Music in New York State.
PUB DATE- 88
NOTE- 201p.; A special double issue on this theme.
LANGUAGE- English

Democracy and Rights: One Citizen's Challenge. Guide for the Instructor.
PUB DATE- 88
NOTE- 20p.; Matching videotape not available from ERIC.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Citizen Participation; *Citizen Role; *Citizenship Education; Civil Liberties; Constitutional History; *Constitutional Law; *Democratic Values; Demonstrations (Civil); Discriminatory Legislation; Federalism; *Law Related Education; Racial Integration; *Racial Segregation; United States History
IDENTIFIERS- Close Up Program; United States Constitution

This teacher's guide is designed to accompany the videotape "Democracy and Right's: One Citizen's Challenge." The videotape takes a case-study approach toward understanding rights. It examines the story of Ernest Green, one of nine black students who helped integrate Central High School in Little Rock, Arkansas in 1957. Green's case illuminates principles of constitutional rights. The goals of the videotape and teacher's guide are to: (1) improve student understanding of what rights are, where they come from, and how they are enforced; (2) examine in-depth one person's struggle to attain the right to a free and equal education; and (3) increase student awareness of their role in maintaining their rights in a democratic society. The guide contains three activities that involve class discussions and small-group work. Student handouts are provided. The active learning approach encourages students to go beyond recognition or knowledge of facts to begin analyzing, synthesizing, and evaluating the issues and concepts under study. (LH)

ED 395 878 SO 026 409

Madden, Mary
Sentenced to Die: Capital Punishment and the Eighth Amendment. Teacher's Guide.
PUB DATE- 95
NOTE- 26p.; Matching videotape not available from ERIC.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Citizenship Education; Civics; *Civil Liberties; *Constitutional Law; *Crime; Elementary Secondary Education; Instructional Materials; *Law Related Education; Learning Activities; Punishment; Social Studies; Teaching Methods; Thinking Skills; Violence
IDENTIFIERS- Bill of Rights; *Capital Punishment; Close Up Program; *Eighth Amendment; United States Constitution

This teacher's guide is designed to accompany the three-part videotape "Sentenced to Die." The videotape and teacher's guide should help students to: (1) understand the history of the Eighth Amendment; (2) examine the controversy surrounding the death penalty; (3) compare and contrast differing viewpoints on capital punishment; and (4) develop informed opinions about the death penalty. The videotape and teacher's guide provoke questions such as: Would a "mature" society prohibit the death penalty in all forms, or is capital punishment necessary for justice? Do courts convict citizens unfairly or allow criminals too many appeals? The guide contains four activities that possible to prepare them, how to do it. Two case examples illustrate some unique challenges found in urban schools, and theory is cited from works by Gloria Ladson-Billings, Martin Haberman, and Beverly Cross. It is concluded that successful teachers on any level and with any group of students help students expand their vision of what is possible in their lives and help them to achieve it; successful teachers teach people, not simply technical proficiency or knowledge about subjects. It is further suggested that Schools of Education rarely place middle class, white preservice teachers in urban settings, thus they are unprepared for teaching in these environments. Even when teacher education programs claim to prepare preservice teachers to work in ethnically, racially, and culturally diverse settings, the programs tend to be descriptive rather than critical, presenting generalizations that reinforce rather than challenge existing stereotypes. It is recommended that teacher educators be willing to make a classroom of preservice teachers feel uncomfortable about their beliefs about race, class, and injustice if society is going to make it possible for a few of them to rethink their cultural and ideological heritage, so that they can become successful teachers of African American and other urban students. (Contains 10 references.) (NAV)

ED 395 899 SP 036 697

Murphy, Maureen; Singer, Alan
Preparing Student Teachers to "Cross" the Cross Island Parkway.
PUB DATE- Feb 96
NOTE- 9p.; Paper presented at the Annual Meeting of the American Association of Colleges for Teacher Education (Chicago, IL, February 23, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cultural Differences; Higher Education; Minority Groups; *Preservice Teacher Education; Racial Differences; Secondary Education; *Student Experience; *Student Journals; *Student Teaching; Teacher Education Programs; Urban Schools; *Urban Teaching
IDENTIFIERS- Hofstra University NY

The Cross Island Parkway divides the New York City borough of Queens from suburban Nassau County. Surveillance patrols in several Nassau communities observe families who are suspected of living in Queens and illegally registering their children in Nassau schools. This report describes a preservice, urban teaching program at Hofstra University, a private university in Nassau County whose students are largely products of white, middle-class, suburban, racially and ethnically segregated schools and school districts. Journal excerpts from secondary education student teachers during their teaching experience in urban settings and some results from a survey of former students who either student taught or were currently teaching in urban settings are presented. There were two main findings from the survey: Student teachers and teachers who made a conscious choice to work in urban communities made this choice because they had a sense of mission that directed and sustained them; their reasons ranged from personal to religious to political. Second, they were able to draw on personal experiences that made it possible for them to identify with other people who had been stereotyped by society or who experienced social rejection. Excepts from three student journals are presented to illustrate survey results. The key to reinforced the teachers' perceptions about the difficult y of implementing new approaches to writing. Missing from the workshop were important links to classroom practice, to school policies supporting change, to innovation efforts and school context, and to actual classroom practice and school policies and procedures. The study suggests a number of ways in which instructional change designers, workshop leaders, school leaders, and teachers can work together to create the kinds of links needed to support teachers' learning and change. These include integrating change efforts into school contexts, and assisting workshop leaders to evaluate and reflect on their own practice. Suggestions are also made for workshop leaders, school leaders, and teachers to identify and remove constraints to effective practice. (Contains 17 references.) (ND)

ED 395 915   SP 036 714

Freidus, Helen
Portfolios: A Pedagogy of Possibility in Teacher Education.
PUB DATE- Apr 96
NOTE- 22p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Elementary Secondary Education; Higher Education; *Knowledge Base for Teaching; Masters Programs; *Portfolio Assessment; *Portfolios (Background Materials); Preservice Teacher Education; *Student Evaluation; Student Teacher Attitudes; Student Teachers; Teacher Educators; Teaching Methods
IDENTIFIERS- *Bank Street College of Education NY

The motivation to explore the use of portfolios in the Bank Street College (New York) program of teacher education emerged in response to a range of serious concerns about how the program met the needs of today's teacher and classrooms. The portfolio process as implemented at Bank Street is designed to be learner centered. It asks students to: (1) identify and discuss the artifacts that they find most significant in their personal and professional development; (2) identify connections between and among artifacts; (3) reflect upon these connections in order to identify a unifying theme; (4) examine artifacts and themes from both personal and theoretical perspectives; and (5) participate in public presentations of the portfolio. The completed portfolio includes artifacts such as audio tapes, videotapes, picture collages, and various writing genres; one- or two-page captions to accompany each artifact; and an introductory framing statement. The work of each student is supported by individual meetings between students and faculty portfolio mentors and a series of required monthly meetings that provide opportunities for peer mentoring. Data for a study of the process were gathered from 47 Master's degree students who chose to take part in a pilot project using portfolios as a culminating project. Study findings support the assumption that portfolios have the potential to be a generative and transformative pedagogical tool, involving students in the process of setting and meeting goals that bridge personal and professional funds of knowledge. The data also suggest, however, that constraints to achieving this potential emerge from the prior experiences of both faculty and students, the structures of institutions of learning, and the pervasive influence of a traditional authority relationship. (Contains 49 references.) (ND)

Since 1969-70, the National Catholic Educational Association (NCEA) has published a statistical report on Catholic elementary and secondary schools in the United States. This year's report contains the core school enrollment and staffing data of the NCEA historical file. Also included are data on Chapter 1 services, extended care programs, school boards of education, and coeducational and single-sex schools. The first part of the report presents a summary of the demographic trends affecting both public and private education. This is followed by specifics about Catholic schools based on information submitted by 174 archdiocesan and diocesan offices of education and state Catholic conferences. Population trends show increasing numbers of students at preschool and elementary age levels, continuing the trend that has seen Catholic preschool enrollment increase by over 400% since 1982-83. In 1994-95 there were 8,293 Catholic schools serving 2,618,567 students. Of these schools, 3,830 were urban, and 1,022 were in the inner city. Most faculty members (89.8%) were lay men and women. Three appendixes provide detailed summary reports of educational statistics. (Contains 25 exhibits.) (SLD)

ED 395 934 TM 024 989

Schaeffer, Gary A.; Kingston, Neal M.
Strength of the Analytical Factor of the GRE General Test in Several Subgroups: A Full-Information Factor Analysis Approach. GRE Board Professional Report No. 86-7P.
SPONS. AGENCY- Graduate Record Examinations Board, Princeton, N.J.
PUB DATE- Feb 88
NOTE- 29p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *College Entrance Examinations; Correlation; *Evaluation Methods; *Factor Structure; Higher Education; *Majors (Students); Mathematics Tests; Psychology; *Undergraduate Students; Verbal Tests
IDENTIFIERS- *Analytical Tests; Full Information Factor Analysis; *Graduate Record Examinations

This study examined the factor structure of the Graduate Record Examinations (GRE) General Test to appraise the extent to which an analytical factor could be identified that was distinguishable from verbal and quantitative factors. Full-information factor analysis was employed in several groups of undergraduate majors on items from one edition of the GRE General Test. In all, 6,536 students participated. In general, three factors emerged for each group of undergraduate majors. Two of the factors were defined by verbal and quantitative items. A third factor typically had analytical reasoning items loading most heavily on it. No discernible pattern emerged regarding relationships of the logical reasoning items and other items. The magnitudes of the intercorrelations among the verbal, quantitative, and analytical factors generally were similar across groups. Finally, the assessment of the differences among major groups was tentative and not well-defined due to the extent of differences found among randomly equivalent groups of psychology majors. Appendix A lists three-factor Promax-rotated factor loadings, and Appendix B explains a method of obtaining variance explained by factors in an oblique factor solution. (Contains 6 tables and 19 references.) (Author/SLD)

ED 395 935 TM 024 990

this resulted in part from the fact that ethnic and gender groups differed in their exposure to the material included in the assessment. Supplementary Mantel-Haenszel analyses were undertaken in which the number of historical periods studied, as well as score, was used as a conditioning variable. Contrary to expectation, the additional conditioning did not lead to a reduction in the number of DIF items. Both methodological and substantive explanations for this unexpected result were explored. (Contains 12 tables and 4 references.) (Author/SLD)

ED 395 955 TM 025 032

Lawrence, Ida M.; Dorans, Neil J.
A Comparison of Observed Score and True Score Equating Methods for Representative Samples Matched on an Anchor Test.
PUB DATE- Apr 88
NOTE- 27p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Ability; *College Entrance Examinations; Comparative Analysis; *Equated Scores; *Item Response Theory; *Sampling
IDENTIFIERS- *Anchor Tests; Equipercentile Equating; Levine Equating Method; Linear Equating Method; *Scholastic Aptitude Test; Three Parameter Model; Tucker Common Item Equating Method

This paper addresses the sample invariant properties of four equating methods (Tucker and Levine linear equating, equipercentile equating through an anchor test, and three-parameter item response theory equating). Data from several national administrations of the Scholastic Aptitude Test served as the source of data for the study. Equating results across two sampling conditions, "representative" sample and "matched" sample, were compared to determine which equating procedures produced the most consistent results. In the representative sample condition, equatings were based on old-form and new-form samples that differed in ability; in the matched sample condition, the old-form sample was selected to match the anchor test score distribution of the new-form sample. Results for the item response theory equating method differed for representative and matched samples, as did the equating results for the Levine and equipercentile methods. Results based on the Tucker observed score equating method were found to be essentially the same across representative and matched sample conditions. Results for the four equating methods tended to converge under the matched sample condition. The last section of this paper offers tentative explanations for the findings. An appendix contains formulas for the equating methods discussed. There are several series of unreadable numbers in the appendix. (Contains 2 figures, 3 tables, and 11 references.) (Author/SLD)

ED 395 956 TM 025 092

Gillaspy, James Arthur, Jr.
Evaluating Result Replicability: Better Alternatives to Significance Tests.
PUB DATE- 27 Jan 96
NOTE- 24p.; Paper presented at the Annual Meeting of the Southwest Educational Research Association (New Orleans, LA, January 27, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches,

A Comparison of the Properties of IRT Parameter Estimates Using Two Different Calibration Designs.
PUB DATE- Apr 94
NOTE- 33p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Ability; Comparative Analysis; *Estimation (Mathematics); Item Banks; *Item Response Theory; Pretests Posttests; *Test Items
IDENTIFIERS- *Calibration; Graduate Management Admission Test; LOGIST Computer Program; *Three Parameter Model

Two different methods of obtaining three parameter logistic item response theory (IRT) pretest item parameter estimated for the Graduate Management Admissions Testing Program. The first method consisted of calibrating pretest and operational items simultaneously in a LOGIST run, that is a concurrent calibration design. The second approach entailed analyzing the pretest items separately from the operational items holding examinee ability scores constant from a previous operational items run, that is, using a two-stage calibration design. Results show that the means of the item difficulty (b-parameter) estimates were very similar, regardless of the method employed. However, the higher b-parameter values using the two-stage calibration run method (i.e., holding ability fixed excluding the studied items from the criterion) were slightly overestimated and the lower b-parameter values were slightly underestimated. The a-parameters were consistently underestimated using the two-stage estimation procedure. Finally, the slopes of the item-ability regressions using a concurrent calibration (including the studied items) are steeper for nearly all of the items. These preliminary results are consistent with those reported in past studies and suggest that non-operational (pretest) items should be calibrated concurrently with operational items for item banking purposes. (Contains 4 tables, 8 figures, and 16 references.) (Author/SLD)

ED 395 977 TM 025 115

Myford, Carol; And Others
Formative Studies of Praxis III: Classroom Performance Assessments--An Overview. The Praxis Series: Professional Assessments for Beginning Teachers.
PUB DATE- Jun 93
NOTE- 252p.
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Beginning Teachers; *Classroom Techniques; Cultural Differences; Data Collection; Evaluation Methods; *Evaluators; Field Tests; Formative Evaluation; Interrater Reliability; Knowledge Base for Teaching; *Teacher Evaluation; *Test Construction
IDENTIFIERS- *Praxis Series; Subject Content Knowledge

The Educational Testing Service is developing a new generation of teacher assessments--the Praxis Series: Professional Assessments for Beginning Teachers. The assessment series consists of three components. An academic skills component will assess the candidate's basic academic and enabling skills. Subject assessments will test the candidate's grasp of subject matter. Classroom performance assessments (Praxiss III) will assess the candidate's application of knowledge in an actual the structural model parameters of the Unified Model that uses the marginal maximum likelihood estimation approach of Bock and Aitkin (1981) and the EM algorithm of A. P. Dempster, N. M. Laird, and D. B. Rubin (1977). In the maximization (M) step of the EM algorithm, because of the difficulties in computing the second derivative (Hessian) matrix and the possibility of multiple local maxima, using an alternative maximization procedure is proposed. This procedure, called Evolution Programming (Z. Michalewicz, 1994), has good properties in finding a global extremum. A simulation study is then given to show the effectiveness of the estimation procedure. (Contains 2 figures, 7 tables, and 16 references.) (Author/SLD)

ED 395 996 TM 025 195

Klein, Deborah
Convergent Inquiries: Gloria Anzaldua's "Mestiza" Consciousness and Critical Ethnography.
PUB DATE- Apr 96
NOTE- 15p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Ethnicity; *Ethnography; *Evaluation Methods; Minority Groups; *Participant Observation; *Qualitative Research; *Research Methodology
IDENTIFIERS- *Anzaldua (Gloria); Consciousness; *Mestizos (People); Mixed Race Persons; Positivism

Parallels in the thinking of Gloria Anzaldua as expressed in her work "Borderlands/La Frontera: The New Mestiza" (1987) about "mestiza" consciousness and the tasks of critical ethnography are explored. Ethnography, as it shifts toward the new paradigm of critical ethnography, can learn much from the consciousness Anzaldua projects for the mixed race, minority female, the "mestiza," in that this consciousness tolerates ambiguity while it engages dynamically with subjectivity. Ethnography is a qualitative methodology arising from the growing movement away from positivism. Critical ethnography, particularly, entails the immersion of a participant/observer, the researcher, into the culture of a particular group or setting. The tools are varied, the process critical, but at the heart of critical ethnography is a political challenge to the hierarchies inherent in positivism. Anzaldua has also rejected positivism in her call for uprooting dualistic thinking in the individual and collective consciousness. The ethnographer has the task of assisting in the work of uncovering and discovering agency and subjectivity, tasks that the mestiza faces in examining her past and reinterpreting her history. What separates ethnography from critical ethnography is the latter's concern with agency and subjectivity as it relates to social transformation. This is the "borderlands" of critical ethnography. Consciousness does not come easily for the mestiza, nor for the ethnographer, but both are engaged in "border crossing." (SLD)

ED 395 997 TM 025 196

McLarty, Joyce R.; And Others
Listening and Writing: Two Skills for the Price of One?
PUB DATE- Apr 96
NOTE- 25p.; Paper presented at the Annual Meeting of the National

Education; *Pacific Americans; Parent Attitudes; Parent Participation; *Parent Role; Parent School Relationship; Student Attitudes; *Student Characteristics; Teacher Role; Teaching Methods
IDENTIFIERS- Respect

The enrollment of Asian and Pacific Islander (API) students is increasing rapidly, so it is important for school personnel and community members to learn to communicate with API families. This guide describes how the backgrounds and cultures of the various API groups affect their attitudes and behavior. The three general ethnicities within the API community are Pacific Islanders, Southeast Asians, and East Asians. It is important not to generalize an understanding of one group to another. In general, however, APIs see teachers as professionals with authority over their children's schooling. They believe that parents should not interfere and may regard teachers who seek parent participation as incompetent. East Asians in particular value formal education and may place high expectations on their children. Language may be a barrier to many API children, and cultures pose many opportunities for misunderstanding. Good communication depends on respect for API cultural beliefs, communication in person rather than in writing, clear communication of such details as meeting times, and maintaining a professional's role. Explaining aspects of American culture, especially that parent participation is a tradition in American schools, can be very helpful. To avoid putting unnecessary pressure on API students, it is important to reject the stereotype that most Asian students are gifted and that APIs are generally docile. School personnel and community leaders should work with local API organizations to enhance communication. (SLD)

ED 396 015 UD 030 955

Schwartz, Wendy
A Guide to Promoting Children's Education in Homeless Families. For Parents/about Parents.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 95
NOTE- 5p.; Based on "School Programs and Practices for Homeless Students," a digest published by the ERIC Clearinghouse on Urban Education. For related documents, see UD 030 946-958.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Adult Education; Ancillary School Services; *Children; Disadvantaged Youth; Economically Disadvantaged; *Educationally Disadvantaged; Elementary Secondary Education; *Family Characteristics; *Homeless People; Job Training; Low Income Groups; Parent Participation; *Parent Role; Urban Schools; *Volunteers
IDENTIFIERS- *Shelters

Homeless parents, like all parents, want their children to have a good education, and most are eager to help in any way they can. Some suggestions are offered for helping homeless parents become partners in their children's education. Parent concerns should be addressed directly. They should be assured that their children can learn, that schools will treat them fairly, that services like meal programs and social service referrals are

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reports - Research/Technical (143)
DESCRIPTORS- Access to Education; Census Figures; *Dominicans; Economic Factors; *Educational Attainment; Elementary Secondary Education; Higher Education; *Hispanic Americans; Job Training; Labor Market; Limited English Speaking; Low Income Groups; Minority Groups; *Socioeconomic Status; *Spanish Speaking; Urban Problems
IDENTIFIERS- *New York (New York)

In recent years the Dominican population has been the fastest growing ethnic population in New York City, now comprising the second largest Hispanic group. This study reviewed 1980 and 1990 U.S. Census of Population statistics to present a picture of the economic lives of Dominicans and suggest ways to improve their status. The income of Dominicans ranks among the lowest of New York City ethnic groups, and the poverty rate is among the highest. The changing economic environment in New York has hit Dominicans particularly hard. Educational attainment is one of the key factors determining success in the labor market. Improving the economic status of Dominicans in New York City will require a major investment in education. Improving general adult literacy and English language proficiency also is essential. In addition, job training and workplace apprenticeships can help direct persons in the labor force away from low-paying jobs in collapsing industries and toward employment in sectors that offer greater long-term opportunities. Increased access to higher education is essential for the Dominican population. Public policies that support the educational efforts of students from low socioeconomic backgrounds would be of great value. (SLD)

ED 396 035 UD 030 991

Crain, Robert L.; And Others
Finding Niches: Desegregated Students Sixteen Years Later. Final Report on the Educational Outcomes of Project Concern, Hartford, Connecticut.
PUB DATE- Jun 92
NOTE- 100p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Black Students; *Desegregation Effects; Dropouts; *Educational Attainment; Elementary Secondary Education; Outcomes of Education; Parent Attitudes; Parents; School Desegregation; *Student Attitudes; *Suburban Schools; Surveys; Urban Schools
IDENTIFIERS- Hartford Public Schools CT; *Project Concern CT

This report compares the educational attainment and present attitudes of young black adults who did and did not participate in a program that allowed inner-city students to attend suburban schools. The desegregation program, Project Concern in Hartford, Connecticut, began in 1966 by randomly selecting one group of students to be offered the opportunity to attend suburban schools and a second group as controls. Both groups, along with other Project Concern participants, were traced. In 1982, some 700 students and their parents were surveyed, after they had finished secondary school. It was concluded that attending suburban schools reduced high school dropout rates, increased adult contacts with whites socially, and increased the number of blacks choosing to live in interracial housing. Male participants had fewer difficulties with police, perceived

Form: Old Wine, New Bottles--New Wine, Old Bottles" (Mary Lynette Larsgaard); (3) "Finding and Accessing Spatial Data in the National Spatial Data Infrastructure" (Michael Domaratz); (4) "The Government Information Locator Service: Discovering, Identifying, and Accessing Spatial Data" (William E. Moen); (5) "Geographic Information Systems and Digital Libraries: Issues of Size and Scalability" (Barbara P. Buttenfield); (6) "Geographic Information Retrieval and Spatial Browsing" (Ray R. Larson); (7) "Spatial Access to, and Display of, Global Change Data: Avenues for Libraries" (Linda L. Hill); (8) "Geospatial Information Needs of the General Public: Texts, Maps, and Users' Tasks" (Myke Gluck); (9) "Emergency Preparedness and Response Challenges for Special Libraries" (Robert Lee Chartrand); (10) "Using Geographic Information Systems for Estimating and Profiling Geographic Library Market Areas" (Christie Koontz); (11) "Implementing Geographic Information Systems in the Public Library Arena" (Dean K. Jue); (12) "The St. Louis Public Library's Electronic Atlas: A Successful GIS Application in the Public Library Environment" (Anne Watts); and (13) "Digital Spatial Data of Illinois on CD-ROM, Department of Energy and Natural Resources" (Mark Joselyn & Sheryl G. Oliver). (BEW)

ED 395 587 IR 055 891

Fountain, Joanna F.
Subject Headings for School and Public Libraries: An LCSH/Sears Companion. Second Edition.
PUB DATE- 96
NOTE- 171p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reference Materials - Vocabularies/Classifications (134)
DESCRIPTORS- Authority Control (Information); *Cataloging; Elementary Secondary Education; Library Automation; *Library Collections; Public Libraries; School Libraries; *Subject Index Terms
IDENTIFIERS- *Library of Congress Subject Headings; MARC; Personal Names; Sears List of Subject Headings

Based on the 18th edition of "Library of Congress Subject Headings" (LCSH), this book is a compilation of the most-used Library of Congress subject headings and authority-file personal names. The book is meant to assist library professionals who are automating their catalog or who are switching from "Sears List of Subject Headings" to LCSH as subject authority. The introduction discusses Library of Congress's Annotated Card Program; format of the subject headings list; using the subject headings list; using free-floating phrase headings; using free-floating subdivisions; types of subdivisions; pattern headings; table of pattern headings; categories with no pattern headings; a few caveats; and format of the free-floating subdivision list. There is a key to and list of free-floating subdivisions. The list of headings features cross references to broader, narrower, and related terms. Examples illustrate cataloging and proper MARC (machine-readable catalog) record format. (BEW)

ED 395 588 IR 055 892

Dole, Wanda; And Others
SUNY Stony Brook and the SUNY University Centers: Analysis of Monographic Acquisitions, 1984-1994.
PUB DATE- Apr 96

wide plan and its presentation to faculty and staff. Sample planning presentations and a process worksheet with responses from a Commission on the Future meeting are appended. (MAB)

ED 395 606 JC 960 357

Preparing To Serve the Student of the Future: A Planning Resource Report.
PUB DATE- Apr 96
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *College Planning; Community Colleges; Diversity (Institutional); *Educational Finance; *Educational Needs; Educational Technology; *Educational Trends; Enrollment Projections; Faculty Development; *Futures (of Society); *Student Characteristics; Two Year Colleges

Designed to help community college leaders plan for the programs and services that will be needed to serve students in the future, this report describes findings and recommendations developed by nearly 600 California community college practitioners participating in seminars and forums sponsored by the Community College League of California's Commission on the Future. Findings related to likely future conditions and recommendations for responding to these conditions are presented for student enrollment patterns, student demographics, educational preparedness, curriculum demands, teaching and learning styles, and student financial resource needs. Highlighted findings and recommendations include the following: (1) colleges should prepare now to respond to increasing cultural diversity, changing values, and a widening spectrum of student learning skills; (2) students in the future will be less involved in their higher education and more involved in supporting their families; (3) technology will have a dramatic impact on instruction and student learning and the role of faculty will change dramatically; (4) colleges should devote more resources to staff development, including upgrading faculty's technology competencies and all staff's multi-cultural sensitivities; and (5) colleges must respond to the increasing cost of education by promoting more partnerships in the community to provide support for student financial aid and capital outlay projects. Appendixes include a list of Commission members and contributing districts, suggested topics for holding campus forums on the future, and a briefing from a Commission meeting. (TGI)

ED 395 607 JC 960 358

Harlacher, Ervin L.; Gollattscheck, James F.
The Community-Building College: Leading the Way to Community Revitalization.
PUB DATE- 96
NOTE- 63p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- College Planning; Community Colleges; *Community Development; *Community Education; Community Involvement; *Cooperative Planning; *Curriculum Development; Educational

ED 395 624 JC 960 375

The Governor's School to Career Plan: A Response by the Academic Senate for California Community Colleges.
PUB DATE- Nov 95
NOTE- 210p.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Career Development; Community Colleges; *Educational Change; Educational Finance; *Educational Legislation; Governance; Government School Relationship; *Labor Force Development; Politics of Education; Program Implementation; *State Regulation; Statewide Planning; Two Year Colleges; Vocational Education
IDENTIFIERS- *California

The California School-to-Career Plan, developed by the state Governor's office with funding from the federal School-to-Work Opportunities Act of 1994, outlines a system of workforce development emphasizing partnerships between schools and business and the integration of academic and vocational education. The Plan has several implications, however, for the state's community colleges, including the following: (1) the $1.3 billion in federal workforce training funds currently received by California may be redirected from the community colleges to School-to-Career programs; (2) the colleges will be required to enter into partnerships with business, labor, and other educational segments to implement the plan; (3) business is given an important role in developing curricula, which may abridge faculty rights; (4) while the plan authorizes waivers of state and federal laws and regulations that hinder implementation, colleges should be vigilant to ensure that waivers are not abused; (5) community college faculty should be involved in planning the role of the state's public four-year institutions; and (6) colleges should be aware of the effect of the Plan's career pathways and state-mandated certificates on students entering directly from high school or those reentering as adult learners. Appendixes include federal School-to-Work fact sheets, a table of governance structures and performance standards mandated by existing federal legislation, the California School-to-Career Plan, and a draft of an implementation plan and grant application for federal funding for the School-to-Career Plan. (TGI)

ED 395 625 JC 960 376

Components of a Model Course Outline of Record.
PUB DATE- Nov 95
NOTE- 58p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Accreditation (Institutions); Articulation (Education); *College Curriculum; Community Colleges; Course Content; *Course Descriptions; Course Evaluation; Course Objectives; *State Curriculum Guides; *State Regulation; *State Standards; Two Year Colleges
IDENTIFIERS- *California Community Colleges

The course outline record plays a central role in course planning and curriculum development in the California Community Colleges of credits transferring and institutions accepting credits for each program. (MAB)

ED 395 642 JC 960 396

DeWitt, Kristine; And Others
Transfer Advisement at One Community College: Integrating Technology, Initiatives and Programs for Increased Student Learning.
PUB DATE- Jun 96
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Articulation (Education); College Transfer Students; Community Colleges; *Counseling Services; Counselor Role; Educational Change; *Guidance Centers; Guidance Objectives; *Guidance Programs; *Institutional Mission; Two Year Colleges
IDENTIFIERS- *Carroll Community College MD

In spring 1996, Maryland's Carroll Community College (CCC) began efforts to shift institutional focus and mission from that of a teaching institution to a learning-centered institution. The college's Counseling and Advising Services unit, responsible for advising and transfer, has adapted this educational shift to its unique position in the college. The unit runs the Center for Career and Transfer Services, providing services to help prepare students for the transition to continued education or to the workplace. The Center, in turn, houses six terminals which have access to ARTSYS, a computerized data information system which allows users to ascertain the transferability of community college courses. CCC has also initiated a comprehensive information campaign that introduces students to the realities of the transfer process; one component of the campaign, the "Student Transfer Handbook," is distributed to new students and features information on transfer program decision-making, resources, local colleges and universities, and transfer policies. CCC also features two "Transfer Advisement Days" each year, in which representatives from regional private and public baccalaureate colleges distribute literature and discuss specific transfer requirements. Finally, CCC provides academic adviser training to faculty and staff, and the Counseling and Advising staff have developed a comprehensive manual covering academic policies. Contains 15 references. (MAB)

ED 395 643 JC 960 397

Meyer, Marilyn Wertheimer
Institutional Effectiveness Analysis and Student Goal Attainment in the Community College.
PUB DATE- 25 Jun 96
NOTE- 21p.; Paper presented at the Annual Summer Institute of the Consortium for Community College Development (8th, Charleston, SC, June 23-26, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Accountability; *College Outcomes Assessment; College Transfer Students; Community Colleges; Longitudinal Studies; *Organizational Development; *School Effectiveness;

EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Active Learning; *Experiential Learning; Infant Behavior; *Infants; Instructional Materials; Language Skills; *Learning Activities; Listening Skills; Parent Materials; *Parent Participation; Parents as Teachers; Preschool Education; *Toddlers
IDENTIFIERS- *Activity Based Curriculum

To ensure a lasting effect of the efforts made in early childhood programs, this manual provides specific, sequential curriculum-related activities for parents to use with infants and toddlers at home. Activities have been differentiated for the following three age groups: (1) 4 to 12 months; (2) 12 to 24 months; and (3) 24 to 36 months. The description of each activity outlines the purpose for activity, the materials needed, the duration of the activity, how it is to be performed, the method for evaluating the activity's effect, and ideas for making the activity simpler for younger children and more challenging for older children. The evaluation of the activities focuses on whether the child experiences joy and pride in doing the activity. The various skills emphasized by the activities are listening, observation, eye-hand coordination, vocabulary, large and small muscle development, and problem-solving. A letter to the parent from the teacher along with a feedback sheet are provided. The manual also includes papers which discuss understanding 2-year-olds and 3-year-olds, and the importance of talking and reading to young children to help them develop their language. (BAC)

ED 395 661 PS 024 012

Home Learning Enablers and Other Helps: Later Elementary-Middle School.
PUB DATE- 94
NOTE- 86p.; For Infant-Toddler Home Learning Enablers Manual, see PS 024 011; for Home Learning Enablers for Ages Two to Twelve, Parent Papers, and Program Enrichment Papers, see PS 024 131.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Active Learning; Childhood Interests; Childhood Needs; Computer Assisted Instruction; Elementary Education; *Experiential Learning; Geography Instruction; History Instruction; Instructional Materials; Language Arts; *Learning Activities; Mathematics Instruction; Middle Schools; Parent Materials; *Parent Participation; Parents as Teachers; Science Instruction
IDENTIFIERS- *Activity Based Curriculum

Intended to help children sustain gains made in school, this manual consists of simple learning activities that parents can use to engage children ranging from second grade through middle school/junior high school. The description of each activity outlines the purpose for the activity, the materials needed, the duration of the activity, how it is to be performed, the method for evaluating the activity's effect, and ideas to make the activity simpler for younger children and more challenging for older children. Some of the activities for second grade children also suggest how the use of computers may be lesson plans: (1) "Introduction of 'Smiley the Super Pup'," an optional puppet character which may be used to review the concepts covered in each lesson; (2) "Visiting the Dentist"; (3) "Awareness of the Mouth"; (4) "The Important Functions of the Mouth"; (5) "The Importance of Keeping Teeth and Gums Clean"; (6) "Toothbrushing"; (7) "The Importance of Fluoride and Sealants"; (8) "Wise Food Choices for a Healthy Mouth"; (9) "Keeping Teeth Safe"; and (10) "Reinforcement Activities for Dental Health." Each lesson contains sections on purpose, materials needed, background information for the teacher, starting the lesson, and classroom activities. A lesson review using the puppet story (optional) and a parent letter are also included in each section. Additional sections in the guide are: (1) "Resources", a list of organizations from which to obtain additional information on dental health; (2) "Home Visit Activities"; (3) "Your Role in Helping Children with Disabilities"; and (4) "United States Public Health Service Regional Head Start Dental Directors." A questionnaire designed to provide feedback to Head Start regarding this curriculum concludes the guide. (KDFB)

ED 395 681 PS 024 227

McKey, Ruth Hubbell; And Others
The Impact of Head Start on Children, Families and Communities. Final Report of the Head Start Evaluation, Synthesis and Utilization Project. Executive Summary.
SPONS. AGENCY- Administration for Children, Youth, and Families (DHHS), Washington, DC. Head Start Bureau.
PUB DATE- Jun 85
NOTE- 29p.; For full final report, see ED 263 984.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Child Health; *Cognitive Development; Community Involvement; Community Services; Educational Research; Emotional Development; Federal Programs; Health Services; Meta Analysis; *Outcomes of Education; Parent Participation; Preschool Education; *Program Effectiveness; Research Methodology; *Social Development; Social Services
IDENTIFIERS- Head Start Evaluation Synthesis and Utilization; *Project Head Start

This report summarizes the results of a study on the impact of Head Start on children's cognitive and socioemotional development, on child health and health institutions in the community, on enrollees' families, and on communities where Head Start programs operate. After discussing the background and methodology of the study, the report concludes that children enrolled in Head Start enjoy significant immediate gains in cognitive test scores, socioemotional text scores, and health status. In the long run, however, cognitive and socioemotional test scores of former Head Start students did not remain superior to those of disadvantaged children who did not attend Head Start. A small subset of studies did find that former Head Start students were more likely to be promoted to the next grade and were less likely to be assigned to special education classes than their peers. Head Start has also aided families and communities by providing health, social, and educational services to families and by linking families with services available in the community. (MDM)

ED 395 682 PS 024 233

McGinnis, Ellen; Goldstein, Arnold P.

the unit, and reinforce the lessons learned from the unit. Adaptations to activities are suggested for younger students, and may also be made to suit different ability levels, cultural backgrounds, and interests of students. (BAC)

ED 395 698 PS 024 279

Tubbs, Janet
Middle-Aged Children: Getting through the Tough Preteens. A Survival Guide for Kids Ages 9 to 12.
PUB DATE- 95
NOTE- 119p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Adolescent Development; Developmental Stages; *Individual Power; *Preadolescents; *Self Concept; Self Control; *Self Esteem; *Self Expression; Self Motivation; *Student Attitudes
IDENTIFIERS- *Empowerment; Personal Involvement; Personal Problems

This guide is addressed to children in the often neglected middle years--ages 9 through 12--to help them see themselves as better persons and students in the process of growing up. Part one discusses issues that concern children as persons: self-esteem, things that can hurt and annoy, disabilities, dilemmas and decisions, learning to say no to gangs and cults, and understanding persons of other cultures. Part two focuses on ways in which children can change their attitude and grades to become better students. Some of the topics explored are homework, use of the library and preparation for tests. The book is designed to be a personal journal in addition to being a guide, by keeping all left-hand pages blank so that they can be used by the children to jot down notes and/or make drawings. (BAC)

ED 395 699 PS 024 284

Project Head Start Statistical Fact Sheet (Fiscal Year 1994).
PUB DATE- Feb 95
NOTE- 7p.; For Fiscal Year 1990 Fact Sheet, see ED 317 313.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Disabilities; *Enrollment; Federal Programs; Home Programs; Parent Participation; Preschool Education; Program Administration; *Program Budgeting; Program Costs; Teacher Qualifications
IDENTIFIERS- Program Characteristics; *Project Head Start

This fact sheet provides statistical information about Project Head Start. Data are presented for the following categories: (1) budget--actual for fiscal year 1994 and the 1995 appropriation; (2) enrollment; (3) number of sites; (4) average cost per child; (5) number of staff and volunteers; and (6) enrollment and congressional appropriates from the summer of 1965 through 1994. The document also provides facts concerning program administration, grant awards, handicapped children served, teacher qualifications, home-based services, parent participation, medical screening, enrollment in the Medicaid/Early Periodic Screening Diagnosis and Treatment program, and participating families' need for social services. Allocations and enrollment for 1994 are reported by state, district, territory, program and project. (HTH) versions of games involving running and catching; (4) sexist/sexual harassment; (5) assays into the world of "going out"; and (6) gossip networks. Throughout, the paper provides many examples of actions and conversations to illustrate the argument. The paper addresses the myth-making that developed in one classroom around the teacher's decision to come out as gay to his year 5 class (9-10 year olds) and the lessons that might be learned from that experience. The paper concludes by noting that cultures of schooling are, indeed, cultures of sexuality. Contains 16 references. (Author/MOK)

ED 395 717 PS 024 372

Adams, Dennis; Hamm, Mary
Cooperative Learning: Critical Thinking and Collaboration Across the Curriculum. (Second Edition).
PUB DATE- 96
NOTE- 288p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Art Education; Classroom Environment; *Classroom Techniques; Cognitive Style; *Cooperative Learning; Critical Thinking; Disabilities; Educational Media; Elementary Secondary Education; Group Activities; Inclusive Schools; Language Arts; Learning Processes; Mainstreaming; Mathematics Instruction; Peer Relationship; Science Instruction; Self Directed Groups; Student Evaluation; *Teaching Methods
IDENTIFIERS- *Collaborative Learning; Multiple Intelligences

Using collaborative learning activities means structuring student interaction in small, mixed-ability groups, encouraging interdependence, and providing for individual accountability. By taking part in cooperative experiences, students are encouraged to learn by assimilating their ideas and creating new knowledge through interaction with others. This book is designed to help teachers plan such collaborative learning experiences. The chapters explore issues, trends, and practical teaching concerns that surround cooperative learning and put forward specific content area lessons for teachers who would like to become more familiar with active team learning in the classroom. The chapters are: (1) "Classroom/School Collaboration: The Shared Responsibility of Cooperative Learning"; (2) "Critical Thinking across the Curriculum"; (3) "Collaboration in the Language Arts: Connecting Writing, Reading, Thinking, and Learning"; (4) "Science, Mathematics, and Collaboration: Making Sense of Our World through a Process of Group Inquiry"; (5) "Education in the Arts: Communication, Imagination, and Collaboration"; (6) "Cooperative Learning in the Inclusive Classroom: Accommodating Students with Special Needs in Regular Classrooms"; (7) "Educational Media and Cooperative Groups: Collaborating with Technology and Each Other"; and (8) "Assessing Cooperative Group Learning." Each chapter contains references. (HTH)

ED 395 718 PS 024 383

Cibulka, James G., Ed.; Kritek, William J., Ed.
Coordination among Schools, Families, and Communities: Prospects for Educational Reform.
PUB DATE- May 96
NOTE- 467p.
LANGUAGE- English

IDENTIFIERS- Chichimeca; Language Shift; *Mexico (Central); Nahuatl

Central Mexico is home to over 20 indigenous languages whose speakers still occupy their original ancestral communities. In this region, acute language conflict between Native languages and Spanish, the official state language, greatly affects elementary school students such as those in San Isidro Buensuceso Tlaxcala and Mision de Chichimecas in Guanajuato state. With fewer than 2,000 speakers, the Chichimeca language of Mision de Chichimecas faces an uncertain future. Of 285 elementary students, only 110 have retained productive language capacity. Although residents of San Isidro represent the largest indigenous language group (Nahuatl) in Mexico, they too are experiencing indigenous language erosion. A study in the two towns examined the practical benefits of teaching and promoting vernacular or native language literacy. Six years ago, a bilingual education program was implemented at Xicohtencatl Elementary School in San Isidro. Today, the national anthem is sung in both Nahuatl and Spanish, students speak Nahuatl freely, and some bilingual materials are available. However, literacy is still introduced exclusively in Spanish, as is virtually all academic content through sixth grade. Evaluation of student native language writing skills in grades 2, 4, and 6 revealed a more dynamic use and mastery of the Spanish language, with language skills in Nahuatl progressively lagging behind. The early stages of the Chichimeca bilingual education program point to promising new directions for reversing language loss. The program has addressed problems of teacher language competence and linguistic variation by providing teachers with taped versions of stories narrated in Chichimeca by older more fluent students. In addition, a written edition of materials is being prepared for teachers. This paper suggests that narrative structure is a key interpretive framework for language learning and could serve as a bridge between oral and writing skills to the benefit of both language preservation and literacy development. (LP)

ED 395 734   RC 020 523

Paciotto, Carla
The Tarahumara of Mexico.
PUB DATE- 96
NOTE- 9p.; In: Stabilizing Indigenous Languages; see RC 020 517.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Acculturation; *American Indian Education; *Bilingual Education Programs; Cultural Maintenance; Culture Conflict; *Educational Change; Elementary Education; Foreign Countries; *Language Maintenance; Mexicans; Native Language Instruction; Program Descriptions
IDENTIFIERS- *Language Shift; Mexico (Chihuahua); *Tarahumara (Tribe)

This paper reviews factors contributing to the loss of language and culture of the Tarahumara people of Mexico and describes a program aimed at preserving Tarahumara language and culture. The Tarahumara people reside in the Sierra Tarahumara in the northern state of Chihuahua, Mexico. Although the Tarahumara people successfully avoided acculturation for centuries, today their land base has been reduced to half of its original size and less than 20 percent of the people residing in the Sierra the nonmetro rate lagged behind, reflecting relatively slow economic growth in nonmetro areas and revisions in metro-nonmetro designations. Official poverty statistics have been criticized because they do not consider benefits received in kind and do not reflect supposedly lower living costs in nonmetro areas. Data tables and text detail characteristics of the nonmetro poor, comparing them to the total metro poor and those in suburbs and inner cities. Poverty rates are discussed for married-couple families, female-headed families, children, Whites, Blacks, Hispanics, the elderly, disabled persons, and geographic regions. Policy implications are drawn for labor market strategies and transfer programs that aid poor children. (SV)

ED 395 751 RC 020 643

Christenson, Bruce; And Others
What Academic Programs Are Offered Most Frequently in Schools Serving American Indian and Alaska Native Students? Issue Brief.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- Apr 96
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Alaska Natives; *American Indian Education; American Indians; Bilingual Education; College Preparation; Elementary Secondary Education; Gifted; *Public Schools; Remedial Instruction; *School Activities; *School Statistics; School Surveys; Tribally Controlled Education
IDENTIFIERS- *Bureau of Indian Affairs Schools; *Schools and Staffing Survey (NCES)

This brief summarizes data on the types of academic programs offered in schools serving American Indian and Alaska Native (AIAN) students. The 1990-91 American Indian and Alaska Native supplement to the Schools and Staffing Survey (SASS) conducted by the National Center for Education Statistics provides detailed information on schools serving AIAN students. Three distinctive schooling environments for AIAN students were examined: the 149 schools operated by the Bureau of Indian Affairs (BIA schools) or by Indian tribes under contract to the BIA (tribal schools), the 1,260 public schools with 25 percent or greater AIAN enrollment (high-AIAN), and the 78,625 public schools with less than 25 percent AIAN enrollment (low-AIAN). BIA/tribal schools serve AIAN students almost exclusively; most are small elementary schools. SASS data indicate that BIA/tribal schools were more likely than public schools to offer Chapter 1, remedial math, and bilingual education programs, and were less likely than public schools to offer academic enrichment programs for gifted and talented students. Bilingual programs, which use the native language to varying degrees in instructing students, were offered in 64 percent of BIA/tribal schools, while 45 percent of BIA/tribal schools reported having English as a second language programs. Among schools serving 12th-graders, BIA/tribal schools and high-AIAN public schools offered college preparatory programs less frequently than did low-AIAN schools. (SV)

ED 395 752 RC 020 644

Gender Equity. IDRA Focus.
PUB DATE- Mar 96
NOTE- 17p.; Photographs may not reproduce adequately.

Koballa, Thomas R., Jr., Ed.; And Others
Science Education for the 21st Century: Creating a Culture for Collaboration. Final Program and Abstracts of the NARST Annual Meeting (St. Louis, Missouri, March 31-April 3, 1996).
PUB DATE- 96
NOTE- 225p.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Abstracts; Classroom Environment; Curriculum; Educational Technology; Elementary Secondary Education; Epistemology; Evaluation; *Futures (of Society); History; Misconceptions; Philosophy; *Science Education; Teacher Education
IDENTIFIERS- Gender Issues; Informal Learning

This document contains the final program and abstracts of the 1996 National Association for Research in Science Teaching (NARST) Annual Meeting. The presentations are classified in the following strands: (1) Learning: Students' Conceptions and Conceptual Change; (2) Learning: Classroom Contexts and Learner Characteristics; (3) Teaching; (4) Teacher Education; (5) Curriculum, Evaluation, and Assessment; (6) Cultural, Social, and Gender Issues; (7) Educational Technology; (8) History, Philosophy, and Epistemology; (9) Sessions in the Spanish Language; and (10) Informal Learning. First authors' addresses and a participant index are also included. (JRH)

ED 395 774   SE 058 199

Barstow, Daniel, Ed.; And Others
National Conference on the Educational Applications of Geographic Information Systems (EdGIS): Conference Report (1st, Washington, D.C., January 27-29, 1994).
SPONS. AGENCY- National Science Foundation, Arlington, VA.
PUB DATE- 95
NOTE- 147p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Cartography; Computer Uses in Education; Earth Science; Environmental Education; *Geography; *Geology; Higher Education; *Map Skills; Secondary Education
IDENTIFIERS- *Geographic Information Systems

The goals of the Educational Applications of Geographic Information Systems (EdGIS) Conference were to: showcase current applications of Geographic Information Systems (GIS), remote sensing, and other mapping software in pre-college education; develop a better understanding of the current state of the art in both GIS software and related curriculum development; prepare recommendations for further research and development in GIS; and promote public awareness and support for the educational uses of mapping software. Presentations include: (1) "An Introduction to GIS in Education" (Daniel Barstow); (2) "The Charge from the National Science Foundation" (Gerhard Salinger); (3) "Welcome from the National Geographic Society" (George Peterson); (4) "GIS in Education: A Vision for the Future" (Barbara Buttenfield); (5) "Student as Scientist in the Global Laboratory" (Robert Tinker); (6) "GIS State of the Art" (Michael Goodchild); (7) "National Science Education Standards" (Angelo Collins); (8) "National Geography Education Standards" (Sarah Bednarz); (9) "Cognitive Apprenticeship and GIS" (Robert Lima); (10) "Educational Applications of GIS: A Developmental Psychologist's Perspective" (Lynn Liben); (11) "A Convergence of Themes in Educational Reform" (Richard Audet);

Bellipanni, Laurence J.
The Science Fair Experience: Profile of Science Fair Winners.
PUB DATE- Dec 94
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Awards; *Educational Resources; *Science Fairs; Science Projects; Secondary Education

The purpose of this investigation was to determine if a significant relationship existed between the criterion variable of receiving or not receiving awards at the 1993 International Science and Engineering Fair (ISEF) and the predictor variables of resources and facilities, resource personnel, personal costs, time, and personal characteristics. Data was collected from students (N=829) from grades 9-12 who attended the ISEF. Results indicate that there was a significant relationship between the criterion of whether a participant won or did not win and the composite set of predictor variables. Further analyses were conducted to examine the independent contributions of individual sets of predictors labeled as resources and facilities, resource personnel, personal costs, and personal characteristics. The aggregated resources or facilities variable was found to be significantly related to the criterion of whether participants did or did not win an award. Findings indicate numerous differences between winners and nonwinners in the use of facilities. Nonwinners made significantly more use of high school labs and parents' or friends' personal shops. Winners made significantly more use of parents' or friends' businesses, medical schools, and other research facilities. (JRH)

ED 395 794 SE 058 382

Gardner, Paul L.
Technology Education In Australia: National Policy and State Implementation.
PUB DATE- 96
NOTE- 37p.; Paper presented at the Jerusalem International Science and Technology Education Conference (2nd, Jerusalem, Israel, January 8-11, 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Foreign Countries; *National Curriculum; Science and Society; Secondary Education; Secondary School Curriculum; *Technology Education
IDENTIFIERS- *Australia

This paper reviews a decade of development of technology education at the secondary school level in Australia. It traces the influences, both national and international, which have pressed the nation's education systems to introduce technology studies into the school curriculum. The increasing globalization, the movement of capital and labor, the increasing use of English as an international language of commerce and tourism, and rapid electronic communications are some of the cultural influences that have affected curriculum developments. The societal context is examined, in which various sources of influence-from the political, industrial, and education sectors-have together resulted in technology provides ideas for using children's books, language arts, and creative activities within a gardening setting. Chapter 1 eases the hesitant adult leader into gardening with children and provides a classroom teacher with a beginning for September when the school begins and most outdoor gardening ends. Included in this chapter are descriptions of three types of indoor gardens: garbage gardens, windowsill gardens, and gardens under glass. Chapters 2 through 5 describe plants, their parts and functions, and plant groups such as bulbs and wildflowers, under "flowers"; pumpkins, tomatoes, potatoes, and corn under "vegetables"; and apples, peaches, cherries, strawberries, and blueberries under "fruit." Chapter 6 describes "plant variety" including mushrooms and molds; ferns, cacti and succulents, carnivorous plants, and trees. Chapters 7 to 10 are sequenced from getting ready to actual gardening. Included in these chapters are tools needed, gardening tips, a discussion of garden "friends" and "foes," and a description of garden habitats which include habitats of butterflies, birds, bees, small animals, and wildlife. Chapter 11 encourages gardening groups to experiment with different types of gardens, especially city gardens including yardstick gardens, porch, patio, and balcony gardens, and community gardens. An annotated bibliography is also included. (JRH)

ED 395 815 SE 058 456

Malpass, John R.; And Others
Self-Regulation, Goal Orientation, Self-Efficacy, and Math Achievement.
PUB DATE- 12 Apr 96
NOTE- 41p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12, 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academically Gifted; High Schools; *High School Students; *Mathematics Achievement; Questionnaires; *Self Efficacy; *Sex Differences

This study used a structural equation paradigm to investigate the effects of self-regulated learning, self-efficacy, learning goal orientation, and worry on high-stakes mathematics achievement in a sample of (n=144) mathematically gifted high school students in southern California. Sex and prior math achievement (the Mathematics-Scholastic Achievement Test) were used as control variables. The self-report instrument used was the Self-Regulation Questionnaire by O'Neil, Sugrue, Abedi, Baker, and Golan (1992). Analyses showed that self-regulation was negatively related to worry, and surprisingly, not related to either prior or post mathematics achievement. Other results indicated that (1) self-efficacy mediates the relationship between prior and post mathematics achievement, is related to self-regulation, and is highly and negatively related to worry; (2) learning goal orientation is positively related to self-regulation and worry, and is not related to self-efficacy or Advanced Placement mathematics achievement; (3) the Math-Scholastic Achievement Test is related to Advanced Placement math achievement; and (4) worry is negatively related to Advanced Placement mathematics achievement. With respect to gender, boys were less worried and had higher self-efficacy than girls. Contains 80 references. (Author/MKR)

ED 395 816 SE 058 458

Barr, E. Gene
Annotated Bibliography for the Michigan Global/International Education Resource Center.
SPONS. AGENCY- Center for Global Partnership Foundation.; Japanese Society of Detroit Foundation, MI.; United States-Japan Foundation.
PUB DATE- Jun 94
NOTE- 116p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; Area Studies; *Asian History; *Asian Studies; Cultural Background; Elementary Secondary Education; Foreign Countries; *Multicultural Education; *Non Western Civilization; Social Studies; World History
IDENTIFIERS- Japan; Michigan

This annotated bibliography on Japan serves as a useful compendium and guide to the holdings of the Michigan Global/International Education Resource Center, housed at the International Institute of Flint. The holdings will be disseminated throughout Michigan at workshops, seminars, and institutes. The bibliography includes background and instruction materials designed to foster multicultural, international, and global understandings in Michigan classrooms. The volume includes both print and non-print materials. Print materials include: (1) Background References--Books; (2) Background References--Newspapers, Journals, Maps, Brochures; (3) Exploratory Japanese-Language Instruction and Intensive Japanese Instruction Materials; (4) Curriculum Materials--Teacher and Student; and (5) Children's Literature and Literature Units. Eight appendices contains useful information for further research and reference use. (EH)

ED 395 836 SO 025 198

Kasubaite-Binder, Rima; Sheffield, Elise Sprunt
Destination: Lithuania. Study Guide.
PUB DATE- Sep 94
NOTE- 80p.; For related items, see SO 027 020, ED 391 748, ED 369 711, and ED 379 184.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Cultural Awareness; Culture; Elementary Secondary Education; European History; Foreign Countries; *Geographic Concepts; *Geography Instruction; *Global Education; Human Geography; Instructional Materials; Multicultural Education; *Physical Geography; Social Studies; Teaching Guides; World Affairs
IDENTIFIERS- Europe (East); *Lithuania; Peace Corps; World Wise Schools

This study guide was developed for teachers and students participating in the Peace Corps World Wise Schools program. The primary purpose of the study guide series is to enhance each class's correspondence with its Peace Corps Volunteer and to help students gain a greater understanding of regions and cultures different from their own. The specific purpose of the guide on Lithuania is to provide teachers and students with a structured approach to learning about people and places in Lithuania, one of the newly-independent countries of the former

EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Historical Materials (060),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- American Indian Culture; Anthropology; Black Culture; Chinese Americans; Community Education; Community Resources; Cultural Activities; Cultural Maintenance; *Ethnic Groups; *Folk Culture; Greek Americans; Italian Americans; Japanese American Culture; *Music; *Music Education; Musicians; Puerto Rican Culture; Songs; Whites
IDENTIFIERS- Ethnomusicology; *Folk Music; Haitian Culture; Irish Americans; Musical Performance; Music Ensembles; *New York; Rap Music

This special journal issue is designed to draw attention to the varied musical traditions of cultural groups living in New York State. Recent research by folklorists and musicologists also is examined. Articles include: (1) "Introduction: Folk and Traditional Music in New York State" (Ray Allen; Nancy Groce); (2) "African-American Sacred Quartet Singing in New York City" (Ray Allen); (3) "The Anglo-American Fiddle Tradition in New York State" (Simon Bronner); (4) "Survival of Greek Folk Music in New York (Sotirios Chianis); (5) "Writing While They're Singing: A Conversation About Longhouse Social Dance Songs" (Michael Sam Cronk); (6) "Traditional Japanese Music in New York State" (Linda Fujie); (7) "Country Dancing in Central and Western New York State" (James Kimball); (8) "Music in New York City's Chinese Community" (Audrey R. Mazur); (9) "'Our Own Little Isle:' Irish Traditional Music in New York" (Rebbeca S. Miller); (10) "From Eastern Europe to East Broadway: Yiddish Music in Old World and New" (Henry Sapoznik); (11) "Italian Music in New York" (Michael Schlesinger); (12) "Puerto Rican Music in New York City" (Roberta Singer); (13) "'Rock the House:' The Aesthetic Dimensions of Rap Music in New York City" (Madeline Slovenz); (14) "Anglo-American Folksong Collecting and Singing Traditions in Rural New York State" (Vaughn Ramsey Ward); and (15) "'Haiti Cherie': Journey of an Immigrant Music in New York City" (Lois E. Wilcken). (NP)

ED 395 858 SO 025 951

Connors, Andrew
Pueblo Indian Watercolors: Learning by Looking. A Study Guide.
PUB DATE- 93
NOTE- 57p.; Includes six color slides available from the National Museum of American Art. Slides not available from EDRS.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- American Indians; Art; *Artists; Beliefs; Cultural Maintenance; Intermediate Grades; Junior High Schools; Middle Schools; *Painting (Visual Arts); *Pueblo (People); Visual Arts
IDENTIFIERS- Watercolor

This guide presents a brief history of the Pueblo Indians of the Southwest, their traditions, and their art. Focus is on painting, a traditional art form that continues to be practiced, and on ceremonies and beliefs that are important elements of contemporary Pueblo society. The guide is designed for students of ages 10 through 14, but can be adapted easily for students of other ages. A map shows Pueblo locations in the Southwest. Six color slides, depicting works by Pueblo Indian artists, are provided along with descriptions of each work, and questions for discussion. Biographies of 10 Pueblo Indian involve class discussions and small-group work. Student handouts are provided. The active learning approach encourages students to go beyond recognition or knowledge of facts to begin analyzing, synthesizing, and evaluating the issues and concepts being studied. (LH)

ED 395 879 SO 026 410

Sass, Charles R.
We the People: The President and the Constitution. Instructor's Guide.
SPONS. AGENCY- Commission on the Bicentennial of the United States Constitution, Washington, DC.
PUB DATE- 93
NOTE- 46p.; Prepared in conjunction with the Trust for the Bicentennial of the United States Constitution. Matching videotape not available from ERIC.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Citizenship Education; Civics; *Constitutional History; *Constitutional Law; Elementary Secondary Education; *Federal Government; *Instructional Materials; Law Related Education; Learning Activities; *Presidents of the United States; Thinking Skills; *United States History
IDENTIFIERS- Carter (Jimmy); Close Up Program; Ford (Gerald R); Nixon (Richard M); Reagan (Ronald); United States Constitution

This teacher's guide is designed to accompany the five-part videotape, "We the People: The President and the Constitution." The videotape draws on interviews with four of the five most recent presidents: Richard Nixon, Gerald Ford, Jimmy Carter, and Ronald Reagan. The videotape examines issues including: (1) the criteria each president employed when choosing advisers; (2) the rivalry between the executive and legislative branches of government; (3) the role of the president in the formulation and execution of foreign policy; and (4) the role of president in domestic affairs. The teacher's guide will help students learn about presidential power and understand the intricate workings of the office of the president. The activities in each of the five lessons provide a variety of educational experiences for students, many of which develop higher-order thinking skills. All of the activities involve class discussions or small-group work. The active learning approach encourages students to go beyond recognition or knowledge of facts to begin analyzing, synthesizing, and evaluating the issues and concepts under study. (LH)

ED 395 880 SO 026 411

Monk, Linda R., Ed.; Edwards, Amy N.
Focus on Government Video Series. Teacher's Guide.
PUB DATE- 94
NOTE- 33p.; Matching videotape not available from ERIC.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Citizenship Education; Civics; *Constitutional Law; *Court Role; Elementary Secondary Education; *Federal Government; Government Role; Instructional Materials; Law Related Education; Learning Activities; *Legislators; *Mass Media Role; *Presidents of the United States; Press Opinion; Thinking Skills

the case illustrations is the way these student teachers learned about themselves during their student teaching experience. They were able to connect experiences in their own lives with the experiences of their students; they saw themselves learning from their students; they received a sense of fulfillment both from teaching and from the relationships they developed. They saw themselves engaged with their students in a struggle against social and educational injustice. (NAV)

ED 395 900 SP 036 698

Mostert, Mark P.; Sudzina, Mary R.
Undergraduate Case Method Teaching: Pedagogical Assumptions vs. the Real World.
PUB DATE- Feb 96
NOTE- 10p.; Paper presented at the Annual Meeting of the Association of Teacher Educators (St. Louis, MO, February, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; Classroom Techniques; Elementary Secondary Education; Higher Education; *Preservice Teacher Education; *Teaching Methods; Theory Practice Relationship; Undergraduate Students; Undergraduate Study
IDENTIFIERS- *Case Method (Teaching Technique); Preservice Teachers

Writing and teaching case studies of problematic educational situations or events to undergraduate preservice teachers raises several practical issues relevant to the success of the method. These concerns include: knowledge of the undergirding rationale for using cases; knowledge of the advantages, disadvantages, and practical problems in case method teaching; and the availability and location of appropriate cases. A rationale for using case studies in teacher education is that they depict non-linear, complex realities of professional classroom practices, quite different from the cause-effect linear relationships of experimental research. Generic advantages and disadvantages of using case method teaching are summarized from K. K. Merseth (1990, 1991). For example, cases provide a versatile teaching method, but they are highly dependent on the instructional and educational characteristics of the instructor. Common practical problems involving case study methods are the class size, unfamiliarity with the methodology, problems with written expression, time, physical setting for the discussion, teaching style of the case leader, and case preparation and complexity. Advantages of case study methodology include greater student and faculty interest and interactivity, vicarious learning, and increased reflection. Issues specific to undergraduates include the complexity of the case issues, inexperience with case analysis, and difficulties with writing. Possible ethical problems in using and writing case studies are outlined, and sources for education-appropriate case studies are cited. (Contains 33 references.) (NAV)

ED 395 901 SP 036 699

Melenyzer, Beverly J.
The Urban Living-Learning Teaching Center: Collaboration in Preparing Teachers for Urban Schools.
PUB DATE- Jul 94

ED 395 916 SP 036 733

Tiezzi, Linda J.; Zeuli, John S.
Supporting Teachers' Understanding of Educational Research in a Master's Level Research Course. Research Report 95-5.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Oct 95
NOTE- 44p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 4-8, 1994).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Attitude Change; *Educational Research; Education Courses; Elementary School Teachers; Elementary Secondary Education; Graduate Study; Higher Education; Masters Degrees; Secondary School Teachers; *Teacher Attitudes; *Teacher Competencies; Teacher Educators
IDENTIFIERS- *Research Teaching Relationship; *Teacher Researchers

Researchers and teacher educators who study teacher learning have examined how teachers' beliefs influence their thinking about teaching, learning, and subject matter. Paying attention to these beliefs has become an essential feature of studies and programs designed to help teachers understand research. This study takes the emphasis on teachers' beliefs a step further by focusing on teachers' beliefs about educational research. The study outlines the diverse beliefs about research teachers have and illustrates how these beliefs play a role in the ways teachers respond to research. The study also describes a Master's level course designed to introduce teachers to research, and charts longitudinal changes in teachers' beliefs through their participation in the course. The study suggests that a carefully constructed Master's course can contribute to changing teachers' beliefs about research and can help teachers consider research as one viable way that they can learn from and think about their teaching. (Contains 31 references.) (Author/ND)

ED 395 917 SP 036 736

Teacher Education Students in Minnesota. Annual Report, July 1, 1993-June 30, 1994.
PUB DATE- 30 Jun 95
NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *Beginning Teachers; *Educational Trends; Elementary Secondary Education; Higher Education; Preservice Teacher Education; School Statistics; *Student Characteristics; Teacher Certification; *Teacher Characteristics; *Teacher Education Programs
IDENTIFIERS- *Minnesota; *Preservice Teachers

This report presents the results of the seventh and final year of data collection on the characteristics of teacher education students in Minnesota. Twenty-two of Minnesota's 27 approved teacher education institutions provided information on program applicants between July 1, 1993 and June 30, 1994, with 21 institutions providing information on students completing licensure programs. Of the 2,910 applicants reported, 2,639 (91 percent) were accepted into teacher education programs. Seventy

Tucker, Ledyard R.
A Continuity Principle for Calibration of Scores within Mastery Assessment Systems.
PUB DATE- Mar 92
NOTE- 60p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Computation; *Educational Assessment; *Mastery Learning; Performance Factors; *Scaling; *Scores; Training
IDENTIFIERS- *Calibration; *Continuity; Curves

A continuity principle is suggested for scaling of assessment scores from different levels of a multilevel mastery training program. In such training programs students are self-paced and work at levels of tasks appropriate for their levels of performance. The problem addressed in this report concerns the scaling of assessment scores at different levels so as to form a single basic scale. The solution proposed here involves relative scalings of the scores at different levels so that the mean converted score over all students forms a smooth, continuous curve. The smoothness of this mean curve is measured by higher order differences between consecutive scores. Computational procedures to obtain as smooth a curve as possible are presented. (Contains 11 tables, 9 figures, technical notes, and 1 reference.) (Author)

ED 395 936 TM 024 991

DeMauro, Gerald E.
Grade Level and Performance on the Core Battery, 1986-87 National Administration.
PUB DATE- Dec 88
NOTE- 20p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Construct Validity; *Educational Attainment; *Education Majors; Elementary Secondary Education; Experience; Grade Point Average; Higher Education; Instructional Program Divisions; *Knowledge Base for Teaching; *Scores; Skill Development; Teacher Education; Teacher Evaluation
IDENTIFIERS- *NTE Core Battery; NTE Test of Professional Knowledge

Among the three NTE Core Battery tests, Professional Knowledge purports to measure skills that are acquired only after academic experience as an education major, while Communication Skills and General Knowledge both purport to measure skills that do not require this specialized experience. The scores of education majors for the 1986-87 national test administrations were analyzed for differential sensitivity of the three tests to educational attainment. Results were used for 43,000 examinations at three administrations. Since examinees with different degrees of experience who choose to take the tests may have different levels of skills, test scores were adjusted for grade point average. Results showed that Professional Knowledge was more sensitive to academic experience than were General Knowledge or Communication Skills. This outcome is interpreted in support of the construct validity of the Core Battery. An appendix contains three summary data tables. (Contains two tables, three appendix tables, one figure, and two references.) (Author/SLD)

ED 395 937 TM 024 992

Wilson, Kenneth M.

Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Discriminant Analysis; *Evaluation Methods; *Groups; Heuristics; *Research Methodology; *Statistical Significance; *Test Use
IDENTIFIERS- Bootstrap Methods; Cross Validation; *Descriptive Discriminant Analysis; Jackknifing Technique; *Research Replication

Three procedures for evaluating the replicability of descriptive discriminant analysis (DDA) results are discussed. The techniques include cross-validation, the jackknife, and the bootstrap. Discriminant analysis is a multivariate technique used when group membership or classification is the focus of the analysis. DDA is used to describe major differences among groups. Several procedures are available to researchers for evaluating the replicability of DDA results. The first is cross-validation, which involves randomly dividing the data into two roughly equal groups and deriving discriminant function coefficients for each. The discriminant function coefficients are switched and used to predict the group membership of the other sample. The bootstrap involves copying a data set over and over again into a megafile and then repetitively drawing different samples with different combinations of subjects. The jackknife differs in that different subsets or groups of subjects are repetitively dropped from the original data set. An example illustrates application of the jackknife. Appendix A presents the heuristic data set for the example, and Appendix B contains Statistical Package for the Social Sciences commands for the jackknife. (Contains 2 tables and 26 references.) (SLD)

ED 395 957 TM 025 093

Stavropoulos, Carol Susann
Assessing Student Learning in the Arts: Building a Bridge between Theory and Practice.
PUB DATE- Apr 95
NOTE- 15p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 18-22, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Art Education; Cognitive Processes; Criteria; *Educational Assessment; *Learning; Outcomes of Education; Profiles; Student Evaluation; Test Construction; *Test Use; *Theory Practice Relationship; *Visual Arts

Recent research in the visual arts has resulted in the development of a range of methods for assessing student learning. Theoretically based in cognitive conceptions of learning, assessment systems discussed in this paper have been applied in practice. Possibilities for the art teacher to apply such assessment methodologies directly in the classroom setting are numerous. In addition, the assessment methodologies introduced can be employed by researchers seeking answers to questions regarding students' learning in the arts. A criterion-based rubric for art education referred to as the Diagnostic Profile (C. S. Stavropoulos, 1992) provides a way to assess written statements about art analytically. Several studies have shown the Diagnostic Profile to be a valid and reliable assessment tool. It shows the relationship between instructional outcomes and assessed outcomes and provides comprehensive feedback through multiple measures over time. (Contains 28 references.) (Author/SLD) classroom setting. This document describes a series of eight formative studies that were conducted during the development of Praxis III. Research efforts were targeted in: (1) field testing the various data-collection instruments; (2) examination of the processes and strategies involved in retrieving, coding, and evaluating teacher performance data; and (3) analysis of how the performance assessment addresses issues of diversity in teaching and learning. The studies were conducted in two cities in 1991. Trained assessors working in pairs evaluated a total of 18 teacher candidates and then evaluated the assessment system. The paper highlights the major findings of each of the formative studies, discusses their implications, and describes how they led to informed changes in the Praxis III assessments. Eight appendixes present assessment instruments used in the studies. (Contains six tables and eight references.) (SLD)

ED 395 978 TM 025 116

Gitomer, Drew H.; And Others
Diagnostic Assessment of Troubleshooting Skill in an Intelligent Tutoring System.
SPONS. AGENCY- Office of Naval Research, Arlington, VA. Cognitive and Neural Sciences Div.
PUB DATE- Apr 94
NOTE- 62p.; Paper presented at the Conference on Diagnostic Assessment (May 1993).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comprehension; Computer Managed Instruction; *Decision Making; Diagnostic Tests; *Epistemology; Evaluation Methods; Feedback; Hydraulics; *Intelligent Tutoring Systems; Models; *Student Evaluation; *Troubleshooting
IDENTIFIERS- *HYDRIVE Intelligent Tutoring System

This paper lays out the rationale and implementation of student modeling and updating in the HYDRIVE intelligent tutoring system (ITS) for aircraft hydraulic systems. An epistemic level of modeling concerns the plans and goals students are using to guide their problem solving, as inferred from specific actions in specific contexts. These results update a student model constructed around more broadly defined aspects of system understanding, strategic knowledge, and procedural skills. Meant to support inferences that transcend particular problem states, this level of student modeling moderates feedback and instructional decisions in HYDRIVE. The applicability of this approach to student modeling in other learning domains is discussed. (Contains 9 figures, 1 table, and 26 references.) (Author)

ED 395 979 TM 025 118

Stevens, Carla J.; And Others
Evaluation of the Fourth and Final Year of the Even Start--Padres y Progreso Program.
PUB DATE- Jan 96
NOTE- 25p.; Paper presented at the Annual Meeting of the Southwest Educational Research Association (New Orleans, LA, January 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)

Council on Measurement in Education (New York, NY, April 8-12, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational Assessment; High Schools; *High School Students; *Listening Comprehension Tests; Pilot Projects; *Scoring; Simulation; *Test Construction; Test Use; Vocational Education; *Writing Tests
IDENTIFIERS- *Work Keys (ACT)

The Work Keys (trademark) system of the American College Testing program has combined assessments of listening and writing into a single test administration. The Listening and Writing assessment uses independent scorings of the examinee's written responses to audiotaped prompts to assess both listening and writing skills separately. This paper presents the reasons test developers chose to combine the skill assessments, describes the way in which they were combined, presents some results of that choice to date, and discusses their implications for the future. The primary reasons for combining these skills were that it saves testing time for examinees and provides a better simulation of the ways the skills are used in the workplace. Test development began with drafts that were revised based on expert advice and pilot testing. Scorer training methods and administration procedures were also developed with pilot tests. The final form was studied in Wyoming with 12 test sites and a sample of 256 vocational education students and later tested with 7,097 examinees. Results of these studies supported the combination of the assessments and the use of the Work Keys Listening and Writing Assessment. An appendix contains the skill scales. (Contains four tables and eight references.) (SLD)

ED 395 998 TM 025 218

Ryan, Katherine E.; Chiu, Shuwan
Detecting DIF on Mathematics Items: The Case for Gender and Calculator Sensitivity.
PUB DATE- Apr 96
NOTE- 25p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Calculators; *College Students; Content Analysis; Equal Education; Higher Education; *Item Bias; *Mathematics; Regression (Statistics); Sample Size; *Sex Differences; Standardized Tests; *Test Items
IDENTIFIERS- *Item Bias Detection; Rule Space Model

The use of scientific calculators on standardized mathematics tests is becoming more common, and how their use affects the standardized testing process continues to be a topic of study. This study extends previous work by examining test item characteristics and equity issues, asking whether items designed to be "calculator neutral" function as intended, and whether such items function the same for males and females. Data came from trials of the Midwestern Mathematics Placement Examination for precalculus and calculus classes for over 1,000 college students. A logistic regression analysis was conducted to detect differential item functioning (DIF) or nonuniform DIF. Findings suggest that calculator neutral items can be constructed, and that the items that were constructed to be not a sign of inferiority, and that schools take safety issues seriously. In addition, homeless parents should be told about services schools offer for parents, such as adult education and job training. Ways to involve parents begin with explaining to them why their involvement is important and encouraging activities that help them help their children. Parent participation and volunteering can be especially valuable in urban schools, where assets may be limited and many homeless people are located. Parents at a shelter may need special reassurance and information that tells them their rights and explains the opportunities available through the school. (SLD)

ED 396 016 UD 030 956

Schwartz, Wendy
A Guide to Assessing and Placing Language Minority Students. For Parents/about Parents.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 95
NOTE- 5p.; Based on "The Assessment and Placement of Language Minority Students," a digest published by the ERIC Clearinghouse on Urban Education. For related documents, see UD 030 946-958.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Academic Achievement; *Educational Assessment; Educational Policy; Elementary Secondary Education; *English; Evaluation Methods; Identification; Language Proficiency; *Limited English Speaking; *Parent Role; *Student Placement; *Test Use
IDENTIFIERS- *Language Minorities

This guide helps parents understand how schools assess their child's English language ability and suggests ways for them to help schools place their children in the most useful language program. All districts must decide which students to test, and then how to test them. Some schools attempt to find out the English skills of all students, and others simply place them and wait until language problems appear. Others fall between the two approaches, automatically assessing students in some categories. The most common assessment method is some kind of formal testing, such as language proficiency examinations, overall achievement testing, or both. Unfortunately, many states test only the ability to speak English, including the states that use the Language Assessment Scales. This instrument measures only a low level of language knowledge and does not determine the higher level needed for success in schools and employment. Parents can help the assessment process by: (1) providing schools with accurate information; (2) organizing centers for language minority students; and (3) requesting the use of several assessment methods. (SLD)

ED 396 017 UD 030 957

Schwartz, Wendy
Will a Focus School Meet the Needs of Your Child? For Parents/about Parents.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.

less discrimination in colleges and in employment, and were more likely to succeed in college. Female participants were less likely to have a child before age 18. It seems likely that, for a male, the chance of obtaining 2 or more years of college was at least one and one-half times greater if he received a desegregated education. Appendix A discusses data collection methodology, and Appendix B is an analysis of self-selection and response bias. (Contains 12 tables, 7 appendix tables, and 28 references.) (Author/SLD)

ED 396 036   UD 030 992

Rivera-Batiz, Francisco L.
The Multicultural Population of New York City: A Socioeconomic Profile of the Mosaic.
PUB DATE- Nov 93
NOTE- 57p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Cultural Differences; *Cultural Pluralism; Disadvantaged Youth; *Educational Attainment; Elementary Secondary Education; Equal Education; Ethnicity; Low Income Groups; Minority Groups; Profiles; Racial Differences; Racial Segregation; *Residential Patterns; *Socioeconomic Status; *Urban Areas
IDENTIFIERS- *New York (New York); Underclass

Specific demographic changes that occurred in the New York City metropolitan area during the 1980s are described, and the challenges and opportunities facing the city in the 1990s are explored. The 1980s saw the greatest increase in the diversity of the city in its history, but sharp inequality, running along racial and ethnic lines, persists in spite of increasing diversity. This inequality has resulted in a polarization by race, and to some extent, ethnicity, that can be seen in the high occurrence of residential segregation. The persistence of residential segregation and the rise of the underclass have severe intergenerational consequences. These two phenomena conspire to perpetuate educational segregation. Many city communities are permeated by the underclass, and are poorest in resources and quality. Coupling increased educational requirements of the economy with the deteriorating educational achievement of the poorest city residents has worsened the income of racial and ethnic minorities. The challenge of the 1990s is to correct this spiral and lessen educational and economic gaps. By focusing directly on raising educational levels, while removing the bias in employment, the economic situation of disadvantaged ethnic and racial minorities can be directly improved. (Contains 14 tables and 53 references.) (SLD)

ED 396 037   UD 030 993

Hernandez, Ramona; And Others
Dominican New Yorkers: A Socioeconomic Profile, 1990.
PUB DATE- Jan 95
NOTE- 48p.; For a related document, see UD 030 990.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Access to Education; Census Figures; *Dominicans; Economic Factors; *Educational Attainment; Elementary Secondary Education; Higher Education; *Hispanic Americans; Job Training; Labor Market; Limited English Speaking; Low Income Groups; Minority Groups; *Socioeconomic Status; *Spanish Speaking;

NOTE- 70p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Academic Libraries; *Comparative Analysis; Consortia; *Data Analysis; Data Collection; Higher Education; *Library Acquisition; *Library Collection Development; Library Cooperation; Library Statistics; Optical Data Disks; Purchasing
IDENTIFIERS- Association of Research Libraries; Bar Graphs; *Monographs; *State University of New York Stony Brook

In 1989, the Online Computer Library Center (OCLC) introduced a microcomputer-based evaluation tool called the Collection Analysis CD. In 1993, the SUNY Stony Brook Libraries used this tool to measure its collections against those of 27 Association of Research Libraries (ARL) peer libraries and of a "mythical" peer group. In 1996, the libraries of the State University of New York (SUNY) at Stony Brook used this CD-ROM to compare its collections to those of the SUNY University Center libraries at Albany, Binghamton, and Buffalo. Because these four libraries have formed a consortium for resource sharing and cooperative collection development, collection evaluation is seen as the first step toward drafting resource sharing agreements and assigning collection responsibilities. Five tables provide lists of subdivisions of ARL member institutions, a list of large academic libraries, and a list of priority academic programs at SUNY Stony Brook. Monograph purchases of each of the four consortium libraries are illustrated with 42 bar graphs. The consortium's total acquisitions are compared against totals from ARL members and large academic libraries; then the purchases of each individual library in various priority programs and other subject areas are compared to purchases in the same areas made by the other three members of the consortium. Data collectors found that while Stony Brook's capacity for acquisition did not compare favorably to the average ARL member, it was only slightly above or below Albany, Binghamton, and Buffalo in most disciplines. (Author/BEW)

ED 395 589 IR 055 893

Pugh, Elizabeth, Comp.; Brandhorst, Ted, Comp.
ERIC Digests: An Annotated Bibliography of All ERIC Digests Announced in the ERIC Database, April 1993 - March 1996.
SPONS. AGENCY- Educational Resources Information Center (ED), Washington, DC.
PUB DATE- Apr 96
NOTE- 205p.; For bibliography of all Digests through March 1993, see ED 358 864.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Reference Materials - Bibliographies (131)
DESCRIPTORS- Abstracts; *Annotated Bibliographies; *Databases; *Documentation; Early Childhood Education; *Educational Research; Elementary Secondary Education; Higher Education; *Information Dissemination; Postsecondary Education; Resource Materials; Synthesis
IDENTIFIERS- ERIC; ERIC Clearinghouses; *ERIC Digests

This bibliography is a 3-year supplement to the first bibliography of ERIC Digest resumes published in April 1993 and covering ERIC Digest production through March 1993. Included in this supplement are resumes for all digests entered into the ERIC database for the April 1993 through March 1996 issues of

Change; Educational Trends; Institutional Mission; *Partnerships in Education; *School Community Relationship; Two Year Colleges

Arguing that the nation's educational system must be renewed to empower citizens and communities, this two-part monograph describes the importance of building learning communities and offers a blueprint to guide community colleges in this undertaking. The first part of the monograph provides three chapters focusing on creating a vision for the 21st century. Chapter I presents guiding principles to building learning communities, or the supportive context that empowers individuals to learn what they need at any time and in any place, and describes barriers to implementing a community-building mission. Chapter II examines significant social trends and their implications for community colleges into the next century, while chapter III argues that, to become community-building institutions, colleges must focus on the community and its organizations, build a learning community through partnerships, and establish a community-based curriculum. The second part provides three chapters outlining a process by which colleges and their communities can define a common vision of the future and translate that vision into programs and services. Chapter IV focuses on initiating the planning process, addressing issues related to pre-planning and direction setting, while chapter V describes the data-collection phase of the process, highlighting the use of a future task force and internal and external scans. Finally, chapter VI explores issues related to implementing the community-building mission, focusing on the implementation of the community-based curriculum and partnerships, the development of a 5-year action plan, and evaluating efforts. Contains 87 references. (TGI)

ED 395 608 JC 960 359

Arena, Francesco; And Others
Specific Guide to the Evaluation of Programs of Studies Leading to a Diploma of College Studies (DEC) in the Business Administration Technology and Cooperation Sectors.
PUB DATE- May 96
NOTE- 54p.; For the "General Guide to the Evaluation of Programs of Studies," see ED 370 645. Prepared in collaboration with the advisory body on the evaluation of the "Business Administration Technology" and "Cooperation" programs. Adopted in its original French version.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Business Administration Education; Community Colleges; Educational Certificates; *Educational Quality; *Evaluation Criteria; Evaluation Methods; Evaluation Needs; Foreign Countries; *Program Effectiveness; Program Evaluation; Program Implementation; *Self Evaluation (Groups); Two Year Colleges; Voluntary Agencies
IDENTIFIERS- *Quebec

Based on a general guide for conducting program evaluations developed by Quebec's Commission d'evaluation de l'enseignement collegial, this two-part report provides guidelines for evaluating programs of studies leading to an Attestation of College Studies (AEC) certificate in the areas of Business Administration Technology (BAT) and Cooperation. The first part

(CCC), forming the basis of a contract between students, teachers, and the institution regarding course content. This report reviews the role of the course outline and summarizes requirements and standards for writing approvable outlines of record, covering each of the required components of outlines. Following a brief introduction, the role of the course outline is described, highlighting its use in course planning, the difference between outlines and syllabi, and the outline's use in developing transfer articulation agreements and in accreditation reviews. Next, requirements from Title 5 of the California Education Code are reviewed, indicating that outlines must include information on grading policy, unit value, prerequisites, objectives, course content, assignments, instructional methodology, and methods of evaluation. The next sections cover requirements from the CCC curriculum standards handbook (CSH), including that course objectives be consistent with the CCC's mission and reflect quality; from state transfer agreements; and from the state's accreditation agency standards. The general sections of a typical course outline of record are then presented and a process for revising outlines is described. Appendixes provide Title 5 regulations, sections from the CSH, transfer and accreditation standards, curriculum resource contact persons in the CCC, and a sample course outline for an Introduction to Drawing course. (TGI)

ED 395 626 JC 960 377

Curriculum Committee Review of Distance Learning Courses and Sections.
PUB DATE- Nov 95
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- College Planning; Committees; Community Colleges; *Course Evaluation; Curriculum Evaluation; *Distance Education; *Program Validation; *State Regulation; *State Standards; Telecourses; Two Year Colleges
IDENTIFIERS- *California Community Colleges

In 1994, California regulations regarding distance education courses were changed to expand the range of allowed instruction, affecting regulations related to class size, instructor-student contact, and apportionment methods and requiring local curriculum committees to review and approve distance courses. To provide the committees with a basis for reviewing courses, the Academic Senate for California Community Colleges developed the following recommendations: (1) colleges must be able to identify true distance learning courses and sections; (2) in the review, committees must decide if delivery by distance learning significantly changes course objectives and content; (3) with respect to class size, committees should take on a role of quality assurance, determining the appropriateness of the instructional methodology; (4) committees must determine if distance courses are feasible with respect to the technology needed and its costs; (5) committees should also be involved in developing their districts' definitions of personal and regular instructor-student contact and determine if courses are in accord with this definition; and (6) colleges should ensure that adequate evaluation methods are in place to produce an annual report to the college board.

School Holding Power; *Self Evaluation (Groups); *Student Educational Objectives; Success; Two Year Colleges
IDENTIFIERS- *Fresno City College CA

In an effort to effect institutional change through an analysis of institutional effectiveness, California's Fresno City College (FCC) undertook a 3-year project to examine student success. In order to determine appropriate measures of and methodologies for improving student success, a Student Success Task was established, developing 13 core indicators and ranking them in terms of importance. To gain support for the process from the campus community, the Task Force then implemented several non-controversial changes, including a reserve section of textbooks in the library, a fall orientation program for new students, and a newsletter on student success. In the project, attainment of educational goals was determined to be the most crucial indicator, as well as one of the most difficult to measure and track. The college required more than an entire academic year to develop a system for capturing student goal information and to modify district computer software to maintain that information. As a result, however, college applications and semester registration forms now provide 13 goal categories from which students can choose. Using this new approach, FCC implemented a longitudinal study of all new students entering in fall 1992. Preliminary results indicate that retention at the end of 2 years was 53.97% for students intending to earn an associate degree and 55% for those intending to transfer, that 15.8% of the students earned degrees in 3 years, and that 26.1% were continuing students after 3 years. (TGI)

ED 395 644 JC 960 398

Miller, Hal M.
Trustee Relationships.
PUB DATE- Jun 96
NOTE- 12p.; Paper presented at the Association of Community College Trustees Southern/Northeast Region Seminar (Greensboro, NC, June 6-8, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrator Responsibility; Administrator Role; *Board Administrator Relationship; *College Administration; Community Colleges; Governance; *Governing Boards; Politics of Education; *Trustees; Two Year Colleges
IDENTIFIERS- North Carolina; *Trustee Responsibility; *Trustee Role

As representatives of their college and in working with the college community, community college trustees enter into numerous relationships, each of which has associated roles and responsibilities. Responsibilities of the board chairperson, for example, include working with the president to set meeting agenda, appointing committee members, serving as the official spokesperson for the board, overseeing other trustees, providing counsel for the president, and initiating periodic board evaluations. In addition, trustees in many colleges employ or appoint the college president and it is important that a friendly trustee-president relationship exist. With respect to trustees' relationships with college administrative staff and faculty, the fundamental responsibility of the board is to provide them with adequate policies, rules, and regulations for the effective operation of the institution.

incorporated. Each activity addresses a specific subject such as math, science, history, geography, or language arts. In addition to focusing on subjects, activities for middle school/junior high school children emphasize practical issues such as money management, job choices, banking, travel plans. The manual also includes papers which discuss understanding 7- to 10-year-olds, 11-year-olds and 12-year-olds. (BAC)

ED 395 662 PS 024 058

Student Standards for the Elementary Academy: The Edison Project.
PUB DATE- 94
NOTE- 98p.; For a related document, see PS 022 630.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Academic Standards; Art Education; Civics; Economics; Elementary Education; Ethics; Geography Instruction; Health Education; History; Humanities Instruction; Intermediate Grades; Language Arts; *Learning Activities; Mathematics Education; Outcomes of Education; *Partnerships in Education; Physical Education; Science Education; *Student Evaluation
IDENTIFIERS- Character Education; *Edison Project

The Edison Project, in concert with its public school partners, produces curriculum materials and standards for its six "academies," or educational levels. This book sets forth standards describing the knowledge and skills students will have in each curriculum area when they complete the Elementary Academy (for children in grades 3 through 5). After an introduction, the discussion of standards, activities, and assessments is divided into the following areas: Humanities and the Arts (including history, geography, civics, economics, language arts, and the arts); Mathematics; Science; Character and Ethics; Physical Fitness and Health; and Practical Arts and Skills. Included in each section are the standards for a specific curriculum area, accompanying activities (including cross-curricular activities), resources, and appropriate assessments. A final section on ensuring student success and an extensive list of acknowledgements conclude the volume. (DR)

ED 395 663 PS 024 095

Thomas, Nancy G., Ed.
Social Policy Report, 1994.
PUB DATE- 94
NOTE- 80p.; For 1993 reports, see ED 394 658.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Adolescents; Children; *Coping; *Family Structure; *Lead Poisoning; Policy Analysis; *Policy Formation; *Poverty; Public Policy; *Social Problems; Social Science Research; Social Structure
IDENTIFIERS- Historical Background

This quarterly publication presents scholarly developmental research results pertaining to social and public policies which affect children. The first issue in the 1994 volume examines "Children's Changing Access to Resources: A Historical Perspective" (Donald Hernandez). This report focuses on changes in the American family's finances, structure, and educational attainment, as well as the effects of these changes on children

Skillstreaming in Early Childhood: Teaching Prosocial Skills to the Preschool and Kindergarten Child.
PUB DATE- 90
NOTE- 192p.; For related book on the elementary school child, see PS 024 234.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Aggression; Behavior Change; *Behavior Problems; Behavior Rating Scales; Change Strategies; Curriculum Development; Early Childhood Education; Feedback; *Interpersonal Competence; Modeling (Psychology); Performance; Preschool Children; *Prosocial Behavior; Role Playing; Self Evaluation (Individuals); *Social Behavior; Sociometric Techniques; Student Evaluation; Student Problems; *Teaching Methods; Young Children
IDENTIFIERS- Peer Nomination Inventory; Sociometric Test

Teaching prosocial behavioral alternatives at an early age may enhance a child's personal development and help prevent more serious difficulties in later childhood, adolescence, and early adulthood. This book provides classroom teachers and others working with young children with a guiding strategy and concrete techniques for instruction in prosocial skills. The skillstreaming method systematically teaches behaviors necessary for effective social interactions. Sample reports, checklists, handouts, and forms are included. Following an introduction that provides a rational for teaching prosocial skills and discusses who benefits from skillstreaming, the chapters of the book are: (1) "Components of Skillstreaming," focusing on modeling, role playing, performance feedback, and transfer training; (2) "Identifying and Evaluating Children for Skillstreaming," including assessment methods, peer nomination, roster rating scales, naturalistic rating scales, analogue observation, behavior rating scales, and self-reports; (3) "Planning and Beginning Skillstreaming Instruction"; (4) "Implementing Skillstreaming Instruction," including enhancing motivation, identifying situations, and presenting behavioral steps; (5) "Prosocial Skills," presenting the skillstreaming curriculum, a set of 40 skills divided into six skill groups; and (6) "Managing Behavior Problems," describing a six-step management plan with techniques for dealing with problematic behaviors. Contains 148 references. (BGC)

ED 395 683 PS 024 234

McGinnis, Ellen; And Others
Skillstreaming the Elementary School Child: A Guide for Teaching Prosocial Skills.
PUB DATE- 84
NOTE- 249p.; For related book covering early childhood, see PS 024 233.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Aggression; *Behavior Change; Behavior Problems; Change Strategies; Curriculum Development; Disabilities; Elementary Secondary Education; Evaluation; Groups; *Interpersonal Competence; Mainstreaming; Modeling

ED 395 700 PS 024 291

Developing a Head Start Training Plan.
PUB DATE- 94
NOTE- 42p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Evaluation; Needs Assessment; Outcomes of Education; Planning; Preschool Education; Program Design; *Program Development; Program Guides; Program Implementation; *Staff Development; Success; *Training
IDENTIFIERS- *Project Head Start

This handbook outlines 10 steps in developing a training plan for Head Start. The introduction defines training and lists the benefits of a training plan. The bulk of the handbook consists of a detailed description of the 10 steps for development of a training plan, including each step's purpose, directions to accompany work sheets, and questions for discussion. The steps described are intended to: (1) "Determine Needs of the Program and Organization"; (2) "Describe Expected Outcomes of Training"; (3) "Set Training Priorities"; (4) "Identify Training Options, Resources Available, and Cost Estimates"; (5) "Develop a Budget and Allocate Funds"; (6) "Prepare the Final Training Plan"; (7) "Carry Out the Training Plan"; (8) "Evaluate the Staff Development Event"; (9) "Provide Follow-Up"; and (10) "Evaluate the Training Plan." (BGC)

ED 395 701 PS 024 292

Kropenske, Vickie, Ed.
Supporting Substance-Abusing Families: A Technical Assistance Manual for the Head Start Management Team.
SPONS. AGENCY- Administration for Children, Youth, and Families (DHHS), Washington, DC. Head Start Bureau.
PUB DATE- 94
NOTE- 57p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Alcohol Abuse; Alcoholism; At Risk Persons; Child Rearing; Community Coordination; Community Involvement; *Drug Abuse; *Early Intervention; Evaluation; Family Environment; *Family Problems; Home Visits; Infants; Neonates; Preschool Education; Smoking; Special Needs Students; Student Needs; *Substance Abuse; Tobacco; Young Children
IDENTIFIERS- Children of Substance Abusers; *Project Head Start

This manual provides assistance for Head Start managers and caregivers in providing support for substance-abusing families. The manual builds on the Head Start Substance Abuse Circle of Capacities continuum, which addresses areas of: (1) staff preparation and support; (2) prevention and family wellness; (3) early intervention, referral, and support; and (4) community collaboration and partnerships. The chapters in the manual are: (1) "Introduction: Substance Abuse among Families," including an overview of the problem and suggestions for identifying alcohol and other substance abuse, and special

EDRS Price- Document Not Available from EDRS.
PUB TYPE- Collected Works - General (020),Reports - Descriptive (Program/Project Descriptions) (141),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Agency Cooperation; Ancillary School Services; Childhood Needs; Cooperation; Cooperative Planning; Cooperative Programs; Early Childhood Education; Economic Factors; *Educational Change; Educational Cooperation; Educational Policy; Elementary Secondary Education; Family Involvement; *Integrated Services; Models; Parent Participation; *Partnerships in Education; Poverty; Program Descriptions; Public Policy; School Community Relationship; Social Problems
IDENTIFIERS- *Family Support; *School Based Services

Establishing coordination among schools, families, and communities has emerged as a major policy issue in the debate over the quality of education and how the restructuring of education should be accomplished. This book explores coordination of services for children and youth between and among schools, families, and community groups and agencies, as one process for dealing with the broad set of educational and social problems. The articles in the book are divided into three parts: models of coordination, organizational and management issues, and evaluation and critiques of coordination as a reform. Following an introduction by William Kritek which examines the impetus for renewed interest in coordination and its role in school reform, the article titles are: (1) "The Kentucky Family Resource Centers: The Challenges of Remaking Family-School Interactions" (Claire Smrekar); (2) "Visible Differences and Unseen Commonalities" (H. Dickson Corbet and others); (3) "Conflict and Consensus" (Paul Heckman and others); (4) "The Best of Both Worlds" (Shirley Brice Heath and Milbrey McLaughlin); (5) "Educating Homeless Children" (Rebecca Newman and Lynn Beck); (6) "Structure and Strategies: Toward an Understanding of Alternative Models for Coordinated Children's Services" (Robert Crowson and William Lowe Boyd); (7) "The Principal and Community-School Connections in Chicago's Radical Reform" (Mark Smylie and others); (8) "Schools as Intergovernmental Partners" (Carolyn Herrington); (9) "Institutional Effects of Strategic Efforts at Community Enrichment" (Hanne Mawhinney); (10) "School-Business-University Collaboratives" (Patrick Galvin); (11) "Reforming American Education Policy for the Twenty-First Century" (Deborah Verstegen); (12) "We're Not Housed in an Institution, We're Housed in the Community" (Colleen Capper); (13) "Schools and Community Connections" (Gail Chase Furman and Carol Merz); (14) "Connecting Schools and Communities through Interagency Collaboration for School-Linked Services" (Debra Shaver and others); (15) "Beyond Consensus: Mapping Divergent Views of Systems and Power in Collaboratives" (Maureen McClure and others). A concluding article, "Toward an Interpretation of School, Family, and Community Connections: Policy Challenges" (James Cibulka) is included. Each of the articles contains notes and or references. (HTH)

ED 395 719 PS 024 384

Garfinkel, Irwin, Ed.; And Others
Social Policies for Children.
PUB DATE- Apr 96
NOTE- 290p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Books (010),Collected Works - General (020)

are Tarahumara. More than ever, the intensification of economic enterprises brought about by the migration of non-Indians threatens the survival of Tarahumara culture. A 1984 government report addressing the educational needs of the Tarahumara people documented the gradual decline of Tarahumara language and culture, particularly among school-age children. In order to prevent further decline of Native language and culture, a bilingual/bicultural program was developed for indigenous elementary school children in the Sierra Tarahumara. The goal of the program was to modify the national curriculum on the basis of the cultural and linguistic characteristics of the Tarahumara. Now in its fourth year, the program integrates relevant cultural material, employs the Tarahumara language, has standardized materials based on the Tarahumara language, and implements teacher training courses for indigenous and non-Tarahumara teachers. The program's success, however, depends upon a larger community effort to maintain and strengthen the role of the Tarahumara language in daily family and social life, as well as to develop sustainable economic and social self-sufficiency. (LP)

ED 395 735 RC 020 524

Fishman, Joshua
Maintaining Languages: What Works? What Doesn't? Conclusion.
PUB DATE- 96
NOTE- 14p.; In: Stabilizing Indigenous Languages; see RC 020 517.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Activism; American Indian Education; American Indian Languages; Community Action; *Community Role; Cultural Maintenance; Elementary Secondary Education; *Family Role; *Language Acquisition; *Language Maintenance; Language Skill Attrition; Native Language Instruction; *Native Speakers; *School Role; Social Change
IDENTIFIERS- *Endangered Languages

This paper addresses problems facing endangered languages and strategies for maintaining Native languages. The most serious case involves languages whose last fluent speakers are elderly or already gone. Speakers of severely endangered languages no longer constitute speech communities. They cannot interact with other speakers because other speakers are exceedingly few or far between. A strategy for maintaining these languages is to develop an archival collection through recording the spoken language before it is lost entirely. Although some might view an archive as a mausoleum rather than "really living," it is a better alternative than complete extinction. However, perhaps the language can aspire to societal reattachment or even more--to intergenerational transmission as the mother tongue of a vibrant speech community. Revernacularization or native language acquisition is so difficult because it requires informal spontaneous bases, outside any formal institution. Schools are normally programmed and not intergenerational, while mother tongues are intergenerational and not programmed. Revernacularization requires not only intergenerational language transmission, but societal change as well. In order for the old language to be transmitted from parent to child, informal role relationships that have already been established in a new language must come to be implemented in the old language. Every infant acquiring their native language at home must have ample out-of-home experiences for informal use of the

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Advocacy; Bilingual Education; Elementary Secondary Education; *Equal Education; *Females; Hispanic Americans; Mathematics Education; *Mexican American Education; Public Schools; Science Education; *Sex Fairness; *Sexual Harassment; Teacher Education; Women Administrators; *Womens Education
IDENTIFIERS- *Gender Issues; League of United Latin American Citizens; Montemayor (Alice D); Texas

This newsletter includes five articles on gender equity and related issues in education, with particular reference to the education of Hispanic girls. "IDRA's MIJA Program Expands" (Aurora Yanez-Perez) describes a program for sixth-grade Hispanic girls that promotes awareness of science- and math-related careers, provides training in science and mathematics skills and test-taking techniques, and fosters involvement of parents and local businesses. "Women in Education Fields" (Linda Cantu) compares the percentages of men and women who were Texas public school teachers and administrators in 1985-86 and 1994-95. "Administrator's Alert: Sexual Harassment Is Everybody's Business" (Bradley Scott) outlines the legal responsibilities of school administrators in dealing with sexual harassment. An excerpt from a U.S. Department of Education brochure advises students on actions to take when confronted with sexual harassment, grievance procedures, and appropriate responses and prevention measures by institutions. "Achieving Gender Equity in Multicultural Bilingual Education: A Review of 'ESL: The Whole Person Approach'" (Adela Solis) reviews a guide for teacher trainers that promotes equity in education for Spanish-speaking girls. The guide demonstrates how sex equity can be addressed within elementary bilingual and ESL programs using concepts of the whole person approach. "Alice Dickerson Montemayor's Feminist Challenge to LULAC in the 1930s" (Cynthia E. Orozco) describes Montemayor's advocacy for the participation of women and youth in the League of United Latin American Citizens, a Mexican American civil rights organization. Includes a list of World Wide Web sites and other on-line resources on gender equity. (SV)

ED 395 753 RC 020 645

Early Childhood Education. IDRA Focus.
PUB DATE- Apr 96
NOTE- 17p.; Photographs may not reproduce adequately.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Child Welfare; Computer Uses in Education; Cultural Pluralism; *Disadvantaged; *Early Childhood Education; *Minority Groups; Mixed Age Grouping; Politics of Education; Poverty; *Public Policy; Scientific Literacy; *Young Children
IDENTIFIERS- Welfare Reform

This newsletter includes five articles on early childhood education and young children, with particular reference to poor and minority children. "Scientific Literacy Is Child's Play" (Hilaria Bauer) discusses the natural development of scientific literacy in young children through their construction of knowledge and play. "Children of America, Take Your Mark. Ready. Set. Wait a Minute" (Bradley Scott) summarizes the Children's Defense Fund findings on child poverty, hunger, and health problems that may impede preschool children's ability to meet the high expectations of Goals 2000. The impacts on children of current Congressional proposals are outlined for

(12) "NCGIA Secondary Education Project" (Stephen Palladino); (13) "GIS in a Geosciences Curriculum" (Kathryn Keranen); (14) "Urban Environmental Education in Detroit" (Randall Raymond); (15) "National Student Weather Network" (Donald La Salle); (16) "GIS and Environmental Education" (Reinhold Friebertshauser); (17) "Monarch Butterfly Migration Student Investigations" (Steve Case and Brad Williamson); (18) "Exploring Student Problem-Solving Strategies with GIS" (Richard Audet); (19) "ESRI's Educational Initiatives" (Charlie Fitzpatrick); (20) "Kids, Satellites, and Ground Truth" (Barrett Rock); (21) "GeoSphere Project" (Tom Van Sant); (22) "Satellite and Surface-based Observations of Atmospheric Aerosols" (Rudolf Husar); (23) "ESRI Arc View" (Charlie Fitzpatrick); (24) "IDRISI" (John Auble and Michele Fulk); (25) "GEOSCOPE: The Encyclopedia of Planetary Changes" (Luc Michaud); (26) "GAIA Software" (Suzanne Meyer); (27) "Alice Network Software" (Alan Feldman); (28) "Accu-Weather Forecaster" (Daniel Barstow); (29) "National Geographic Kids Network" (Monica Bradsher); (30) "EOSAT: Remote Sensing and GIS" (Anthony Shupin); and (31) "SimCity 2000" (Daniel Barstow). Editorials from the participants include: (1) "Reflections on the EdGIS Conference" (Charlie Fitzpatrick); (2) "Issues in GIS in Education" (Terry Woronov); (3) "Enhancing Environmental Education" (Duane Nellis); (4) "Defining GIS-A Note of Caution" (Kay Weller); (5) "New Interface Technologies" (Richard Bolt); (6) "Enhance Educational GIS with Hypermedia and Local Databases" (Derek Thompson); (7) "Editorial on Conference Recommendations" (Richard Audet). Resources listed include organizations, GIS and other mapping software, data sources, and conference participants. (J

ED 395 775 SE 058 200

Dixon, Juli K.
Effects of English Proficiency, Visualization, and Instructional Environment in Constructing the Concepts of Reflection and Rotation.
PUB DATE- 95
NOTE- 24p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Collected Works - Serials (022)
DESCRIPTORS- *Classroom Environment; Constructivism (Learning); Junior High Schools; *Language Proficiency; *Limited English Speaking; Mathematical Concepts; Mechanics (Physics); Middle Schools; Scientific Concepts; *Visualization
IDENTIFIERS- Middle School Students

This study was designed to investigate the effects of a dynamic instructional environment, English proficiency, and visualization level, independently and interactively, on middle school students' construction of the concepts of reflection and rotation. The effects of a dynamic instructional environment and English proficiency on students' two- and three-dimensional visualization was also examined. The dynamic instructional environment was based on the constructivist view of teaching and learning, the need for students to work within their zones of proximal development, and the use of context-embedded situations. After controlling for initial differences, it was concluded that students experiencing the dynamic instructional environment significantly outperformed students experiencing a traditional environment on content measures of the concepts of reflection and rotation as well as on measures of two-dimensional visualization. The students' instructional studies becoming a major growth area in the senior years of Australian secondary education. Models of the technology curriculum which have influenced local curriculum design are described and characteristics which distinguish the new curricula from previous, traditional forms of technical education are identified. Recent attempts by federal government agencies to introduce a national curriculum in technology and seven other key learning areas are outlined. The paper ends by identifying some of the practical problems that have emerged as educational systems attempt to implement technology studies. Contains 46 references. (Author/JRH)

ED 395 795 SE 058 383

Spadano, Joseph W.
Developing Problem Solving Behaviors In Secondary Mathematics Education through Homework.
PUB DATE- 29 Apr 96
NOTE- 33p.; Paper presented at the Annual Conference of the New England Educational Research Organization (April 29, 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Students; *Educational Responsibility; Higher Education; *Homework; *Problem Solving; Secondary Education; *Secondary School Mathematics; Student Responsibility

This qualitative research investigated the effect of a homework model designed to develop students' problem solving behaviors by advancing their ownership of understanding and responsibility. Students were expected to be active learners by isolating and communicating points of homework confusion. The teachers in this study provided feedback through semi-structured personal conversations, group meetings, memos, journals, and reflective writings. Results suggested that the homework model placed a reasonable share of the work to gain ownership of understanding on the student while developing students' problem solving behaviors, provided an opportunity for the students to act responsibly, increased mathematical communication, decreased the amount of class time spent going over questions on the homework, and provided teachers with a detailed assessment of student needs, without radically altering curriculum or pedagogy. Contains 40 references. (Author/MKR)

ED 395 796 SE 058 384

Spadano, Joseph W.; Zeidler, Dana L.
What's the Buzz? Tell Me What's Happening! Developing Ownership of Understanding in Mathematics Education.
PUB DATE- 29 Apr 96
NOTE- 22p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Educational Philosophy; *Homework; *Instruction; *Mathematics Education; Mathematics Instruction; *Teaching Methods
IDENTIFIERS- Reform Efforts

Beneath the banalities of buzzwords lies a syntax of philosophical traditions that have pedagogical impact on how we willingly or unwittingly conduct ourselves as educators. This paper presents an analytic review of two contrasting

Frierson, Henry T., Jr.
Comparing Science and Non-Science Minority Students' Perceptions and Satisfaction with a Short-Term Research and Mentoring Program.
PUB DATE- 9 Apr 96
NOTE- 20p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 9, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Ethnicity; Higher Education; *Humanities; *Mentors; *Minority Groups; Research Opportunities; *Research Projects; *Social Sciences; *Student Attitudes

While the mentoring process appears to occur regularly and usually quite effectively in the sciences, it seems not to occur as readily in non-science areas such as the humanities and the social sciences. This study is a follow up to earlier studies that examined interview responses of students who participated in summer research programs. The objectives of those studies were to qualitatively compare the perceptions of mentoring related experiences of African American college students in the sciences with those in the humanities and social sciences. The purpose of this study was to follow up the early studies and to examine students' responses from questionnaires that were given at the end of each program. Results indicate that the students engaged in directed humanities and social science research had a higher proportion of positive responses. An important observation was that students in the humanities have strong affinities toward mentor-student related experiences. Implications for humanities and social science programs as well as for graduate studies are discussed. Contains 18 references. (JRH)

ED 395 817 SE 058 459

Fusco, Dana R.
Beyond Effort: A Look at Strategy Attributions in the Domain of Mathematical Problem Solving.
PUB DATE- Apr 96
NOTE- 24p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12, 1996).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- High Schools; *High School Students; *Learning Strategies; *Mathematics Education; *Metacognition; Problem Solving; *Word Problems (Mathematics)

Research has documented the relationship between attributions and metacognition in the areas of memory, visual discrimination, and reading. The present study extended this research into the domain of mathematical problem solving. Thirty ninth-grade students who attributed performance to strategy, effort, or unknown causes were videotaped and asked to verbalize their thoughts as they solved a nonroutine mathematical word problem. Although there were no differences in overall metacognitive involvement between the three attribution groups, there were differences in the key metacognitive component: exploration. Students who attributed performance to strategy were more likely to regulate their exploration than those who ascribed to effort or unknown causes, and were more likely to solve the

Soviet Union. Divided into three sections, part 1, "Information for Teachers," provides background information on Peace Corps, geography themes and an introduction to Lithuania. Part 2, "Activities," features supplemental activities grouped for three academic levels, grades 3-5, grades 6-9, and grades 10-12. Part 3, "Resources," provides a variety of resources including worksheets, maps and a 23-item bibliography. The lessons can be used across different grade levels. Students should be able to identify patterns of culture and geography, thus broadening their understanding of other countries. (EH)

ED 395 837 SO 025 464

A Priority for Reaching High Standards.
PUB DATE- 94
NOTE- 13p.; Adapted from "Professional Development for Educators"; see ED 379 224.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Academic Standards; *Art Education; Educational Improvement; *Educational Objectives; Elementary Secondary Education; Higher Education; *Policy Formation; Teacher Education; *Visual Arts
IDENTIFIERS- National Standards

This publication provides information to art educators, administrators, and concerned citizens regarding new national standards in education. A massive reform effort is taking place that requires strengthening areas and uses the "Visual Arts Standards" as a basis for five areas: (1) developing state frameworks, local curriculum, and teacher instructional lessons; (2) developing art assessment initiatives at the state, district, and school levels; (3) developing professional and staff development projects and renewal programs; (4) reforming teacher preparation, selection, and certification; and (5) selecting art textbooks, materials, equipment, and resources. The document also establishes some of the vocabulary as it directs focus of issues and agendas. The volume includes resource lists for "Goals 2000" and reform initiatives. (DQE)

ED 395 838 SO 025 470

Guidelines for Teaching about the Holocaust. Part 1. Revised .
PUB DATE- 94
NOTE- 20p.; For related items, see SO 025 471 and SO 025 488.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Education; Art Education; Art History; Culture; Ethnography; *Government Role; *History; *Jews; Language Arts; Middle Schools; Secondary Education; Social Studies; United States History; Visual Arts; World History; World Problems
IDENTIFIERS- *Holocaust

This pamphlet provides teachers with guidelines, historical information, and background information. One section included provides a teaching rationale, and "Methodological Considerations" provides thoughtful guides for a teacher to employ as curriculum is developed. Sample rationale statements and methodological approaches are given for incorporating a artists, including those represented by the color slides, are given. The guide also provides cultural definitions and a key to the symbols used, a glossary of words and phrases, a bibliography, and suggested activities. (NP)

ED 395 859 SO 025 952

LaBarge, Dorothy
From Drawing to Print: Perception and Process in Cape Dorset Art.
PUB DATE- 86
NOTE- 103p.; Photographs of the artists may not reproduce clearly.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- American Indian Culture; American Indians; *Art; *Artists; Beliefs; *Canada Natives; Community Education; Community Role; Cultural Context; Eskimos; Foreign Countries; Freehand Drawing; Government Role; Graphic Arts; *Print Making; Tribally Controlled Education; Visual Arts
IDENTIFIERS- *Baffin Island; Canada; *Inuit Art; Stencils; Stonecuts (Printing)

Since the early 1950s when artist and government administrator, James Houston, invited groups of Inuit to draw on paper, a treasury of Inuit drawings and prints have been produced. This publication explores the relationship between the artists' drawings and their finished prints during 1960-1965 print program at Cape Dorset, Alberta, Canada. The artists discuss the meaning of their work as a function apart from the aesthetic image. Stonecut, stencil and print techniques are described and discussed. Reproductions of drawings and prints by Cape Dorset Inuit artists, Kiakshuk, Pitseolak Ashoona, Parr, Kenojuak Ashevak, and Padluq Pudlat (Pudlo), are presented. Brief biographies of these artists and printers, Lukta Qiatsuk, Eegyvadluk Pootoogook, Iyola Kingwatsiak, and Kananginak Pootoogook, are given. A bibliography and exhibition catalogue listing conclude the document. (NP)

ED 395 860 SO 025 956

Larson, Judy L.
American Illustration, 1890-1925: Romance, Adventure, & Suspense.
PUB DATE- 86
NOTE- 136p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Historical Materials (060),Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Art; *Artists; Foreign Countries; Freehand Drawing; Graphic Arts; *Illustrations; Mass Media; Mass Media Role; North American History; Painting (Visual Arts); Periodicals; Picture Books; Printmaking; Social Influences; Visual Arts

This book explores the popularity of American illustration from the late 1800s through the 1920s. Illustrated books, periodicals, the public consumption of illustrations, and various themes of illustration are discussed. Themes include: (1) "The Smart Set"; (2) "The Masses"; (3) "The Domestic Scene"; (4) "Town and Country"; (5) "Let Me Call You Sweetheart"; (6) "Deeds of Derring Do"; (7) "Mystery and Suspense"; (8) "The Great Outdoors"; (9) "Dream Days"; (10) "War!"; (11) "The Sporting Life"; and (12) "Faraway Places." Illustrations provided are from the Collection of the Glenbow-

IDENTIFIERS- Close Up Program; Supreme Court; *United States Constitution

The "Focus on Government" video series consist of four parts: (1) "Congress and the Legislative Branch"; (2) "The Presidency and the Executive Branch"; (3) "The Supreme Court and the Constitution"; and (4) "The Media and Public Policy." Each of these parts is approximately twelve minutes long and consists of six to seven short segments about key topics. The teacher's guide is designed to help students learn more about the processes and principles of American government. The guide is composed of four lessons. The topics of the lessons correspond to the four videotapes. The videotapes and teacher's guide should help students to: (1) gain a deeper understanding of the three branches of American government, as well as the "fourth branch"--the media; (2) compare and contrast the responses of Washington experts on key topics involving the Congress, the President, the Supreme Court, and the media; and (3) develop their own opinions on critical issues in American government. The activities in each lesson provide students with a variety of educational experiences, many of which develop higher-order thinking skills. All of the activities involve class discussions or small-group work. The active learning approach encourages students to go beyond recognition or knowledge of facts to begin analyzing, synthesizing, and evaluating the issues and concepts under study. (LH)

ED 395 881 SO 026 412

Edwards, Amy N.
Student Town Meeting with Vice President Al Gore. Teacher's Guide.
PUB DATE- 94
NOTE- 15p.; Matching videotape not available from ERIC.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Audiovisual Aids; *Crime; *Environment; *Foreign Policy; *Government (Administrative Body); *Public Policy
IDENTIFIERS- Gore (Albert Jr)

This teacher's guide accompanies a videotape of the same name. Vice President Albert Gore, Jr., discusses current issues with students who question Mr. Gore on such topics as the environment, reinventing government, voter participation, crime, and the United States' role in foreign affairs. Gore tailors his answers to the teenage audience as the students share their concerns with him. The video can be used in government or other social studies classes, and can be particularly effective when used in conjunction with Close Up's supplemental book, "Current Issues." This teacher's guide provides tools for students to use in analyzing important issues of the day. Included are activities, student handouts, and suggestions for enrichment activities. (EH)

ED 395 882 SO 026 413

Sass, Charles R.; Edwards, Amy N.
Energy, the Environment, and Public Policy: Teacher's Guide.
PUB DATE- 95
NOTE- 19p.; Matching videotapes not available from ERIC.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Conservation (Environment); *Energy; *Environment;

NOTE- 20p.; Paper presented at the International Conference of the International Association for the Study of Cooperation in Education (8th, Portland, OR, July 9-11, 1994).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Colleges; *College School Cooperation; Cooperative Programs; Elementary Education; Higher Education; *Inservice Teacher Education; Minority Groups; *Partnerships in Education; *Preservice Teacher Education; Professional Development; Racial Differences; School Community Relationship; School Districts; Student Teaching; *Teacher Education Programs; Teacher Educators; Universities; *Urban Teaching

IDENTIFIERS- California University of Pennsylvania; Carlow College PA; *Diversity (Student); Pittsburgh School District PA; Slippery Rock University PA

Preparing inservice and preservice teachers and administrators to meet the challenges of student diversity requires collaboration among teacher educators, state leaders, school practitioners, and the community. The Urban Living-Learning Teaching Center partnership is designed to meet this challenge. The partnership includes faculty, administrators, and preservice teachers from two state universities, a liberal arts college, and an inner-city school district. The Center's model is comprised of five components: urban living experiences, learning opportunities, urban teaching, community awareness, and cultural experiences. A series of seminars, workshops, and field trips complement the model and provide opportunities for university faculty, preservice and inservice teachers, and partners from basic education to collaborate on critical issues in urban education. The focus of these meetings include: the multicultural curricula, the urban student, cultural backgrounds, and student learning styles. Three forms of evaluation and assessment are conducted each semester and serve as data for program evaluation: One Minute Evaluation forms, Urban Center Exit Questionnaire, and The Urban Center Summative Evaluation. Preliminary findings regarding preservice teachers indicate that the program is successful in preparing students for urban teaching experiences. University faculty report that they are better prepared to share information and resources, model instructional strategies, and mentor preservice and inservice teacher and administrator candidates in meeting the demands of diverse student populations. Partnerships between universities and public schools have encouraged generation of new, creative ideas, innovative curriculum developments, and more mutual understanding. (Contains 19 references.) (Author/NAV)

ED 395 902 SP 036 700

Jackson, Norman; And Others

Successful Community College Recruitment & Retention: Case Studies.

PUB DATE- Feb 96

NOTE- 22p.; Paper presented at the Annual Meeting of the Association of Teacher Educators (St. Louis, MO, February 26, 1996).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Academic Achievement; Black Students; *Career Exploration; *Community Colleges; Educational Attainment;

percent of admitted applicants were women; 86 percent were Minnesota residents. Only 95, or 3.6 percent, of the 2,639 new students and 53, or 2.6 percent of 2,006 graduates were members of racial minorities and ethnic groups. Fifty-nine percent of entering students were age 22 or older, 14 percent were 30 or older; 18 percent had earned a baccalaureate or graduate degree prior to admission. Over half of the incoming students preferred to teach in suburban schools; 43 percent were attracted to rural schools; and 11 percent preferred to teach in a major city with a population of over 500,000. Data on entering grade point averages and on self-reported high school rank were available on 85 percent of newly admitted students. The data revealed that 33 percent of these students said they had graduated in the top quarter of their class and 72 percent in the top half; and virtually all admitted students with reported grades had grade point averages (GPAs) above 2.5 at the time of application, and 22 percent had GPAs of 3.5 or better. Information on 72 percent of teacher education graduates indicated that 38 percent of those with reported grades had a GPA of 3.5 or better and less than one percent had GPAs below 2.5. Study data are presented in tables, which comprise the bulk of the document. (ND)

ED 395 918 SP 036 737

Everhart, Brett; And Others
Preservice Teaching in Controlled and Natural Settings Prior to Student Teaching in Physical Education.
PUB DATE- Apr 96
NOTE- 18p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Analysis; *Field Experience Programs; Higher Education; High Schools; *Microteaching; *Physical Education; Preservice Teacher Education; Student Teaching; *Teacher Behavior; *Time Management
IDENTIFIERS- *Preservice Teachers

The purpose of this study was to compare the teaching of preservice teachers in both a controlled and a natural setting prior to student teaching. Data were collected on single lessons of each subject (n=14) who taught in a peer teaching microlesson and a lesson within units taught at a local high school. Subject matter was controlled so that each subject taught similar units in both settings and the time within the unit was similar (i.e., 2nd lesson within the unit). Dependent variables were three teaching behaviors and two student outcomes: rates per minute of corrective feedback, percent management time, rates per minute of instructional sequences, percent motor appropriate (ALT-PE), and percent waiting time. Data were collected via a computerized systematic observation instrument designed to collect real-time information (frequency, duration, rates per minute, etc.) on teaching and learning in physical education. Interobserver agreement was established by training the observer in an 8-week program in which reliability of at least 80 percent was required for three successive viewings of videotaped lessons. A dependent t-test was calculated to determine the differences between the mean differences of variables between settings. Percent management time was the only variable found significantly different. In addition, subjects wrote summaries of perceived comparisons of

Enhancing the Interpretation of a Norm-Referenced Second-Language Test through Criterion Referencing: A Research Assessment of Experience in the TOEIC Testing Context. TOEIC Research Report Number 1.
PUB DATE- Sep 89
NOTE- 111p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adults; Correlation; *Criterion Referenced Tests; *English (Second Language); Foreign Countries; Language Tests; *Listening Comprehension Tests; *Norm Referenced Tests; Regression (Statistics); Second Language Learning; Testing Programs; *Test Interpretation
IDENTIFIERS- France; Japan; *Language Proficiency Interview; Mexico; Saudi Arabia; *Test of English for International Communication

This study was undertaken to develop guidelines for making interpretive inferences from scores on the Test of English for International Communication (TOEIC), a norm-referenced test of English-language listening comprehension (LC) and reading (R) skills, about level of ability to use English in face-to-face conversation, indexed by performance in the Language Proficiency Interview (LPI) situation. LPI performance, rated according to behaviorally defined levels on the LPI/ILR/FSI quasi-absolute proficiency scale, was treated as a context-independent criterion, using the familiar regression model in an apparently novel application (for such criterion-referenced purposes) in the context of a large-scale ESL-testing program. The study employed TOEIC/LPI data-sets generated during operational ESL assessments in representative TOEIC-use settings (places of work or work-related ESL training) in Japan, France, Mexico, and Saudia Arabia, involving samples of adult, educated ESL users/learners in or preparing for ESL-essential positions with companies engaged in international commerce. The pattern of TOEIC/LPI concurrent correlations was consistent across samples and there was relatively close fit between sample LPI means and estimates from TOEIC scores, especially TOEIC-LC, using combined-sample regression equations. Theoretical and pragmatic implications of the findings are discussed. General guidelines are provided for making inferences about LPI-assessed level of oral English proficiency from TOEIC scores. Directions are suggested for further research and development activities in the TOEIC testing context. (Author)

ED 395 938 TM 025 005

Kirsch, Irwin S.; Mosenthal, Peter B.
Understanding Document Literacy: Variables Underlying the Performance of Young Adults.
PUB DATE- Nov 88
NOTE- 72p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Blacks; *Cognitive Processes; *Educational Attainment; Ethnic Groups; Hispanic Americans; *Literacy; Models; National Surveys; *Performance Factors; *Reading Achievement; Scoring; Whites; *Young Adults
IDENTIFIERS- *Document Literacy Skills; National Assessment of Educational Progress

Critical variables that underlie the performance of a national sample of young adults on a diverse set of document literacy

ED 395 958   TM 025 096

Garbarino, Jennifer J.
A Review of the Psychometric Properties of Selected Attachment Instruments.
PUB DATE- 26 Jan 96
NOTE- 31p.; Paper presented at the Annual Meeting of the Southwest Educational Research Association (19th, New Orleans, LA, January 26, 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adults; *Attachment Behavior; Defense Mechanisms; Dependency (Personality); *Interpersonal Relationship; Interviews; Parent Child Relationship; *Personality Traits; Psychometrics; Questionnaires; Test Construction; *Test Use
IDENTIFIERS- *Self Report Measures

Attachment theory asserts that human beings are innately programmed to seek and form attachments with others. The assumption that the quality of early attachment relationships will be functionally related to subsequent attachment styles and competencies provides the theoretical basis for extending the theory of attachment to the study of adult personality and relationships. This review considers conceptual distinctions among the different measures of attachment and reviews and critiques the reliability and validity of scores on selected measures of adult attachment. The following instruments are considered: (1) Attachment Style Measure; (2) Adult Attachment Scale; (3) Attachment Interview; (4) Relationship Scales Questionnaire; (5) Measure of Insecure Attachment; (6) Inventory of Parent and Peer Attachment; (7) Parental Bonding Instrument; (8) Parental Attachment Questionnaire; (9) Bell Object Relations Inventory; (10) Attachment Style Questionnaire; and (11) Adult Attachment Interview. The analysis reveals that these measures each reflect different conceptions of adult attachment patterns and testing strategies. They differ in content domains assessed and in the specificity with which attachment representations are defined. Self-report measures may be more subject to defensive distortions, while interview-type measures may be more sensitive measures of adult attachment. (Contains 1 table and 36 references.) (Author/SLD)

ED 395 959   TM 025 097

Leister, K. Dawn
Canonical Commonality Analysis.
PUB DATE- 27 Jan 96
NOTE- 13p.; Paper presented at the Annual Meeting of the Southwest Educational Research Association (New Orleans, LA, January 27, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Analysis of Variance; *Correlation; Heuristics; *Regression (Statistics); *Scores
IDENTIFIERS- *Commonality Analysis; Power (Statistics); Variance (Statistical)

Commonality analysis is a method of partitioning variance that has advantages over more traditional "OVA" methods. Commonality analysis indicates the amount of explanatory power that is "unique" to a given predictor variable and the amount of

DESCRIPTORS- *Adult Literacy; Early Childhood Education; *Early Intervention; *English (Second Language); Federal Aid; Hispanic Americans; Job Training; Language Proficiency; *Parent Education; Program Effectiveness; Program Evaluation; *Test Results

IDENTIFIERS- Comprehensive Adult Student Assessment System; *Even Start; *Houston Independent School District TX

The Even Start--Padres y Progreso program was a nationally funded program in Houston (Texas) designed to prepare young children to enter school not only by offering early childhood education, but also assisting their families with adult literacy/English as a second language, parenting skills training, and employment skills training. The program began in 1991-92, and by 1993-94, 71 families were participating. For the 1992-93 school year, demographic and testing data and literacy measures from 50 parents and their children were used to evaluate the program. As there was no national evaluation in 1993-94, alternate tests were used for adults and students. The 1994-95 evaluation used adults' scores on the Comprehensive Adult Student Assessment from previous years and other program data. After four years of program implementation in the Tijerina Elementary School, participating adults made strides in language acquisition, literacy, and life and job skills. Children of participating families who enrolled in Tijerina Elementary School performed higher on the Pre-Language Assessment Scales on entering school than did a comparison group of students. (Contains 6 tables and 23 references.) (SLD)

ED 395 980 TM 025 120

Breland, Hunter M.; And Others

Factors in Performance on Brief, Impromptu Essay Examinations. College Board Report No. 95-4.

PUB DATE- 95

NOTE- 41p.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Cohesion (Written Composition); English; *Essays; *Evaluation Methods; Higher Education; Holistic Evaluation; *Language Proficiency; *Performance Factors; Scores; Test Content; *Test Results; *Writing Evaluation; Writing Skills

IDENTIFIERS- *English Composition Test

Brief, impromptu essays written for the 1990 administration of the College Board's English Composition Test (ECT) were randomly sampled for four groups of examinees. These essays were subjected to further holistic ratings beyond those conducted for the ECT, and analytical ratings were also obtained. The holistic scores were correlated with the analytical scores to determine which essay characteristics were most closely associated with high holistic scores. Results indicated that overall organization, use of supporting materials, noteworthy ideas, rhetorical strategy, and the thesis statement were the strongest correlates. Comparisons with the results of a study of 1979 essays on a different topic showed that the same characteristics were associated with high scores in that administration. These characteristics correlated strongly with high holistic scores for all subgroups and for males and females. Other factors associated with higher scores, studied only in 1990, were completion of the task, use of a standard essay format, use of literary references, and proficiency in the English language. Certain types of content were also associated with higher scores. Four appendixes present the essay topic, the rating form and instructions, calculator neutral were largely free from gender DIF. Results also showed that the logistic regression approach was a useful addition to studying DIF, although larger sample sizes would have been highly preferable. Using the rule-space approach as a basis for the content analyses was also quite effective. An appendix contains two sample problems and a description of the mathematical challenge items. (Contains 4 tables, 4 figures, and 17 references.) (SLD)

ED 395 999 TM 025 219

Perney, Jan
Using a Writing Sample To Predict Success in Master's Programs in Education.
PUB DATE- Apr 96
NOTE- 11p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; *Education; Educational Attainment; Grade Point Average; *Graduate Students; Graduate Study; Higher Education; *Masters Programs; *Prediction; Scores; Test Results
IDENTIFIERS- Authentic Assessment; Miller Analogies Test; *Writing Samples

How well a combination of junior/senior undergraduate grade point average (GPA), scores on the Miller Analogies Test (MAT), and writing sample scores can predict success for students seeking a Master's degree in education was studied. Success was determined for the study by the student's graduate GPA and whether or not the student graduated from the program. Data were obtained for 142 students. Their writing samples were scored independently by three experienced readers. Data indicated that the writing sample, in conjunction with Junior/Senior GPA, could be used with moderate success to predict undergraduate GPA for students in a Master's program in a school of education, although none of the variables could accurately predict whether or not a student would complete the program within 4 years. These results support previous findings that the writing score was a better predictor of graduate GPA than either the MAT score or undergraduate GPA. The study provides additional evidence that the use of authentic methods, such as a written statement, may be valuable in assessing a student's potential for program success. (SLD)

ED 396 000 TM 025 326

Meyer, Debra K.; And Others
Preservice Teachers' Use of Portfolios: Process versus Product.
PUB DATE- Apr 96
NOTE- 25p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Beliefs; Education Majors; Elementary Education; Methods Courses; *Modeling (Psychology); Portfolio Assessment; *Portfolios (Background Materials); Professional Development; Student Evaluation; *Student Teachers; Student Teaching;

PUB DATE- 95
NOTE- 5p.; Based on "Selecting the Focus of a Focus School," a digest published by the ERIC Clearinghouse on Urban Education. For related documents, see UD 030 946-958.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Academic Achievement; Child Development; Critical Thinking; Curriculum; *Decision Making; *Educational Philosophy; Elementary Secondary Education; *Magnet Schools; Needs Assessment; Nontraditional Education; *Parent Role; *School Choice; *Teaching Methods; Thematic Approach

Most large schools have many types of programs serving many types of students, but smaller schools, serving fewer students, may be able to have a more defined "personality," or focus. Focus schools are becoming more popular because their students tend to be high achievers and because many districts are allowing families to choose the schools they want their children to attend. This guide helps parents understand the different types of schools and discusses the benefits and drawbacks of each. Magnet schools, or theme schools, have a single curriculum focus, even though they teach the basics in all subjects. The special emphasis of a magnet school may appeal to particular students, but it is important to be sure that the theme affects all areas of schooling. Schools with an instructional focus are distinguished by an instructional method that guides all aspects of the school's operation. The method usually emphasizes developing students' critical thinking skills. The focus of some schools is how they approach all aspects of education. Their particular orientation, or philosophy, governs and unifies school activities. Before enrolling a child in a focus school with a philosophy, parents should consider whether their children will be committed to the philosophy and do well in a program based on it. Parents should also be committed to the philosophy and be willing to do the work that the school asks. (SLD)

ED 396 018 UD 030 958

Schwartz, Wendy
How To Prepare Your Children for Work. For Parents/about Parents.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 95
NOTE- 5p.; Based on "What Do Employers Want in Entry-Level Workers: An Assessment of the Evidence," and "High School Graduates in Entry Level Jobs: What Do Employers Want?," digests published by the ERIC Clearinghouse on Urban Education. For related documents, see UD 030 946-957.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Education Work Relationship; *Employment Potential; Employment Qualifications; English; High Schools; Job Applicants; Job Skills; *Job Training; Mathematics; *Parent Role; Problem Solving; *Young Adults

Urban Problems
IDENTIFIERS- *New York (New York)

This research report presents data on the socioeconomic status of the Dominican population in New York City using the 1980 and 1990 U.S. Census of Population. The analysis includes a discussion of demographics, labor market outcomes, poverty, and household economic status, among other variables. The income of the Dominican population is one of the lowest in New York City, and over 36% of the Dominican population and about 47% of the Dominican children live in households that are under the poverty line. The 1990 unemployment rate for Dominicans was 18.6% for women and 16% for men. This is close to twice those of the overall New York population. As a consequence, the earnings of Dominican men and women lagged well behind those of the city's general population. A major reason for the economic difficulties of Dominicans in New York is the comparatively low educational attainment. In 1990, as many as 61.5% of Dominicans aged 25 or older had not completed high school, and only 6.1% had completed college. This lower relative educational attainment is associated with a higher proportion of the population in unskilled and blue-collar jobs. Dominicans have also been affected greatly by the decline in manufacturing jobs in the New York area. Improvements in economic status will require a major investment in education and a dramatic improvement in the adult literacy and English language proficiency of the Dominican population. Public policies that support the increased educational attainment of working people would be helpful, whether in the form of workplace apprenticeships, work-study programs, evening/weekend educational programs, or improved child-care alternatives. (Contains 22 tables, 3 figures, and 24 references.) (SLD)

ED 396 038 UD 030 994

Rivera-Batiz, Francisco L.
Bridging the Gender Gap: The Economic Status of Women in New York City, 1980-1990. IUME Research Report 94-1.
PUB DATE- 16 Jan 94
NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Age Differences; Census Figures; *Economic Factors; Educational Attainment; *Equal Opportunities (Jobs); *Females; *Income; Labor Force; Salary Wage Differentials; *Sex Differences; Sex Discrimination; Socioeconomic Status; Trend Analysis; Urban Areas
IDENTIFIERS- *New York (New York)

This research report presents data that show that substantial progress was made toward economic equality on the basis of gender in New York (New York) during the 1980s. Using the 1980 and 1990 U.S. Census of Population for New York, the study demonstrates that, in the 1980s: (1) the labor force participation of women grew sharply while that of men remained relatively stable; (2) the proportion of women employed full-time increased dramatically; (3) the earnings shortfall of fully-employed women relative to men narrowed considerably, especially for younger cohorts; and (4) there was a significant increase in the proportion of women in the higher-paying jobs that men used to dominate. In spite of this overall progress, there are still serious concerns about the relative economic status of women. The boom of the 1980s was not equally shared, since women at the bottom of the economic ladder made few gains and the condition of those in unskilled occupations actually

Resources in Education (RIE), a total of 429 digests. A statistical summary provides data on ERIC Digests by Clearinghouse and by year of announcement. The digest resumes are sorted in descending order by ED number, placing the most recent first. Subject and author indexes are included. Appendices contain: (1) the names, addresses, telephone numbers, and brief scope notes of ERIC clearinghouses (ERIC Ready Reference #6); (2) a complete alphabetical list of ERIC Digests (ERIC Ready Reference #10A); (3) a complete list of ERIC Digests by clearinghouse (Ready Reference #10B); and (4) an accession number list of 1,507 digests (78% of total) currently available in full text via online and CD-ROM systems. (Author/AEF)

ED 395 590 IR 055 894

Strategies 2001: Colorado Libraries in the 21st Century. Strategic Plan for Library Services in Colorado, March 1996.
PUB DATE- Mar 96
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Libraries; Access to Information; Elementary Secondary Education; Higher Education; *Improvement Programs; Institutional Cooperation; Leadership Responsibility; *Library Planning; *Library Services; Long Range Planning; Public Libraries; School Libraries; Shared Library Resources; *Statewide Planning; *Strategic Planning
IDENTIFIERS- *Action Plans; *Colorado

This document describes an action plan developed by the Colorado Council for Library Development (CCLD) Long Range Planning Committee. Before devising "Strategies 2001," the committee analyzed current strengths and weaknesses in Colorado library services, created a collective vision of future library services for the state, and developed plans for achieving that vision. The vision focuses on patrons having reliable and multifaceted access to information and receiving materials and answers promptly and cordially. The action plan itself lists in narrative format specific strategies for achieving objectives in leadership, services, and resource sharing, then charts the accompanying responsibilities of Colorado library professional organizations and of libraries at the local, state, and system levels. Appendices include a glossary of terms and definitions, a list of current library planning documents and intellectual freedom statements, a list of Strategies 2001 committee members, and a short history of library planning in Colorado. (BEW)

ED 395 591 IR 055 895

Colorado State Library Adult Education Office Annual Report, 1995.
PUB DATE- 95
NOTE- 5p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- *Adult Education; Financial Support; Information Technology; *Library Development; Library Funding; *Library Services; Library Statistics; *Literacy Education; State Federal Aid; *State Libraries; Strategic Planning
IDENTIFIERS- *Colorado State Department of Education; *Colorado State Library

presents an overview of the programs, indicating that there are 48 BAT programs leading to an AEC and 2 Cooperation programs training students to work in development agencies. This part also describes topics of evaluation for the programs, including links with sponsoring organizations, the program's adjustment to local supply and demand, and progression of graduates. The second part provides guidelines for evaluating the programs, including a description of essential elements of self-study reports and a list of evaluation questions and supporting documents required for each of the following criteria: (1) program relevance; (2) program coherence; (3) the effectiveness of teaching methods and student supervision; (4) the appropriateness of resources; (5) overall program effectiveness; and (6) the quality of program management. Finally, instructions are provided for conducting an overall evaluation of program implementation, indicating that institutions should identify strong points, weaknesses, and action priorities related to the quality of program implementation. Appendixes include lists of Commission advisory board members and institutions authorized to offer BAT and Cooperation AEC programs. (TGI)

ED 395 609 JC 960 360

Lewallen, Willard Clark
Student Equity at Antelope Valley College: An Examination of Underrepresented Student Access and Success.
PUB DATE- 10 Jun 96
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; *Access to Education; College Outcomes Assessment; Community Colleges; *Educationally Disadvantaged; *Equal Education; High Risk Students; Minority Groups; *School Effectiveness; Two Year Colleges
IDENTIFIERS- *Antelope Valley College CA

In February 1994, Antelope Valley College (AVC), in California, adopted a Student Equity Plan to determine the access and success of historically underrepresented students. As part of the Plan, AVC collected data on five student equity indicators: a comparison of ethnic group enrollment to representation in the service area, the ratio of courses completed to the number in which students are enrolled, the ratio of students receiving a degree or certificate to those who held that as a goal, the ratio of students completing a degree-applicable course after completing basic language or skills courses, and the ratio of transfer students to those who earn six or more transferable units and intend to transfer. Data on these indicators for 1990-91 to 1993-94 revealed the following: (1) while American Indian, Asian/Pacific Islanders, and Black students were overrepresented at AVC compared to their representation in the college's service area, Hispanic students were significantly underrepresented; (2) from fall 1991 through fall 1994, all underrepresented groups received "C" or better grades proportionate to their representation at AVC; (3) with respect to degree completion compared to representation in the college population, females were overrepresented, while Black and Hispanic students were underrepresented; and (4) Hispanic students were also underrepresented in transfer to the University of California and California State University systems between 1992-94. Contains 10 tables, and state guidelines for developing student equity plans are appended. (TGI)

Appendixes include a distance education review and checklist, regulations and guidelines on distance education, and lists of participants and guiding principles from a statewide task force on distance education. (TGI)

ED 395 627 JC 960 378

Scope, Implications, and Impact: The Academic Senate for California Community Colleges' Response to the Proposed CSU Policy To Eliminate Remedial Education for Entering Undergraduate Students.
PUB DATE- Nov 95
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Academic Standards; *Access to Education; Accountability; *Admission Criteria; Community Colleges; Diversity (Institutional); Economic Impact; Educational Change; *Educational Finance; Educational Policy; Higher Education; Intercollegiate Cooperation; *Remedial Instruction; Two Year Colleges
IDENTIFIERS- *California Community Colleges; *California State University

In November 1994, the California State University (CSU) system developed a proposal to eliminate remedial education for entering undergraduate students, offering this proposal as a solution to raise the system's standards. However, the CSU has presented no research showing evidence of the problem that the proposal is intended to solve. Further, while the CSU presumably holds K-12 and community colleges accountable for the availability of students prepared to enter college-level English and Math, the system has not held itself responsible for accurately determining the status of enrolled students. Placement tests used by the CSU to determine students in need of remediation do not reflect state standards set for English and mathematics curricula, with only approximately one-third of the students taking the English and approximately one-fourth of the students taking the mathematics placement test in 1993 performing at college-ready levels. It is uncertain whether the system has the authority to unilaterally make such a programming decision, and the process was undertaken without coordination with other segments of public education in California. Finally, implementation of the proposal would have a considerable impact on the number of students seeking remedial coursework at the community colleges, placing further strain on resources at the colleges, and could affect diversity at CSU campuses. Recommendations for addressing these issues are included. (TGI)

ED 395 628 JC 960 379

Developing a Model for Effective Senate/Union Relations.
PUB DATE- Mar 96
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Administrator Role; *Agency Cooperation; *Collective Bargaining; College Faculty; *College Governing Councils; Community Colleges; Educational Legislation; *Faculty College Relationship; Faculty Organizations; *Governance; *Governing

Faculty and staff, for their part, are directly responsible to the president and should conduct their business with the board through the president. While the role of state governing boards differs, in North Carolina the state board has full authority to adopt all policies, regulations, and standards deemed necessary for the operation of the system but traditionally grants maximum autonomy to the colleges. In North Carolina, individual trustees have limited direct communication with state-level administrators but are the most powerful group of lobbyists, advocates, and public relations professionals that community colleges have in working with the State Assembly and Congress. (TGI)

ED 395 645 JC 960 399

Smith, Leslie Plato
Flow Analysis of City College of San Francisco Students: Credit to Noncredit, Noncredit to Credit, Simultaneous Enrollment.
PUB DATE- 96
NOTE- 55p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Persistence; Access to Education; *College Attendance; Community Colleges; *Credit Courses; *Enrollment; Enrollment Rate; *Enrollment Trends; *Noncredit Courses; School Holding Power; Two Year Colleges
IDENTIFIERS- *City College of San Francisco CA

Examining the flow of students between the credit and noncredit programs at the City College of San Francisco (CCSF), in California, this report analyzes the patterns of student enrollment, attendance, persistence, and transition between programs from fall 1984 to fall 1994. Following a brief introduction and a discussion of terminology and trends at CCSF over the 10-year period, the report provides data on unduplicated enrollment, attendance, and full-time equivalent student enrollments in credit and noncredit programs. Next, data are presented on the flow of enrolled noncredit students to credit programs and vice versa, the persistence of enrolled noncredit and credit students into either noncredit or credit programs, the flow of students actually attending noncredit programs to credit programs and vice versa, and the persistence of students attending credit and noncredit programs. Highlighted findings include the following: (1) of the 123,000 students enrolling in at least 1 course during the last 5 years, 23% attended a noncredit program; (2) from 1984 to 1994, there was a 54% increase in the number of students moving from noncredit to credit programs, despite a 22% decline in the number of noncredit students served; and (3) the number of students taking advantage of both noncredit and credit offerings simultaneously increased 20% over the period. (TGI)

ED 395 646 JC 960 400

Rosenthal, Linda B.; Elsner, Paul
Reinventing Governance: Maricopa Conducts Strategic Conversations.
PUB DATE- Apr 96
NOTE- 17p.; Paper presented at the Annual Convention of the American Association of Community Colleges (76th, Atlanta, GA, April 13-16, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..."

and policies affecting children. This report contains 30 references. The second issue examines "Children in Poverty: Designing Research to Affect Policy" (Aletha Huston). This report examines the interplay between policy and childhood poverty and how to effect change to further children's interests. It contains 43 references. The third 1994 issue examines "Developmental Effects of Lead Exposure in Children" (Johanna Tesman and Amanda Hills). Focusing on the history and prevalence of lead exposure levels, and examining policy and educational issues, this review presents research findings on neurobehavioral effects, behavioral effects, and methods for determining exposure levels. This report contains 68 references. The fourth 1994 edition examines "Resiliency Research: Implications for Schools and Policy" (Marc Zimmerman and Revathy Arunkumar), and focuses on early and recent research on resiliency as a coping mechanism. Three models of resiliency are detailed, and seven possible future policy research areas are presented. The report contains 70 references. (SD)

ED 395 664 PS 024 119

Continuity in Early Childhood: A Framework for Home, School, and Community Linkages.
SPONS. AGENCY- Administration for Children, Youth, and Families (DHHS), Washington, D.C.
PUB DATE- Nov 95
NOTE- 141p.; Printed on colored paper.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Agency Cooperation; Child Health; Community Role; Day Care; Early Childhood Education; *Family Programs; Family Role; Family School Relationship; *Integrated Services; *Participative Decision Making; Program Evaluation; School Community Relationship; School Role; *Social Services
IDENTIFIERS- Access to Services; Continuity; Family Needs; Family Resource and Support Programs; *Family Support; *Partnerships in Human Services

This guide presents a framework that identifies what a home, school, and community partnership can do to help families thrive as they experience change and their young children grow. The guide explains how connections among home, school, and community enable families to move from setting to setting with ease and build on their previous experience. The guide defines the goal of continuity: for families to be able to shape and choose appropriate services for themselves and for their young children so that they will then be able to move forward with confidence and hope. The framework for early childhood continuity presented in this guide keeps the whole child in focus, genuinely involves the family, and emphasizes both the horizontal and vertical aspects of continuity. The framework consists of the following eight elements: (1) families as partners; (2) shared leadership; (3) comprehensive and responsive services; (4) culture and home language; (5) communication; (6) knowledge and skill development; (7) appropriate care and education; (8) evaluation of partnership success. Each element is introduced with a short rationale, which summarizes the thinking behind the element. Following the rationale, a list of indicators is introduced, which describes what the elements look like in practice and provides a means to

(Psychology); Motivation; Observation; *Prosocial Behavior; Reinforcement; Role Playing; *Social Behavior; *Student Behavior; Student Problems; Teaching Methods; Transfer of Training

IDENTIFIERS- Goldstein (Arnold P); *Structured Learning

Educators, particularly those in special education, are recognizing the importance of providing students with instruction in problem-reducing and problem-avoiding prosocial and affective skills. This book presents a prosocial skills approach designed for use with handicapped and non-handicapped elementary school students. The teaching of positive social behaviors may increase chances of successful mainstreaming. The chapters are: (1) "Introduction"; (2) "Components of Structured Learning," outlining modeling, role playing, performance feedback, and transfer of training; (3) "Assessment for Selection and Grouping," including identification of potential participants, Progress Summary Sheet, and Student Mastery Record; (4) "Beginning a Structured Learning Group"; (5) "Conducting a Structured Learning Group," discussing ways to enhance student motivation; (6) "Prosocial Skills," presenting the structured learning curriculum and 60 prosocial skills divided into skill groups of classroom survival, friendship-making, dealing with feelings, alternatives to aggression, and dealing with stress; (7) "Structured Learning in Use: A Transcript," an edited transcript of a structured learning session with elementary-age mildly handicapped children; (8) "Suggestions for Use"; and (9) "Managing Behavior Problems." Contains 93 references. (BGC)

ED 395 684 PS 024 235

Schrumpf, Fred; And Others
Life Lessons for Young Adolescents: An Advisory Guide for Teachers.
PUB DATE- 93
NOTE- 201p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adolescents; Advisory Committees; Brainstorming; Community Resources; Community Services; *Cooperative Learning; Decision Making; Elementary Secondary Education; Groups; *Learning Activities; Middle Schools; Peer Relationship; Problem Solving; Self Esteem; *Student Adjustment; *Teacher Student Relationship
IDENTIFIERS- Glasser (William); *Middle School Students; National Middle School Association

Teachers of the middle grades are being asked to be advisors as well as instructors to their students. The teacher is expected to teach the whole child, showing awareness of the child's affective self as well as the cognitive self. The teacher as advisor is a new role--and one for which many teachers feel unprepared. This guide is designed to help teachers learn to fill the advisory role. The guide includes practical activities, organized into six units. Each unit contains descriptions of activities and handouts. The units are: (1) "Building a Team," providing activities to help group members get to know each other, understand the group's purpose, and bond as a unit; (2) "School Success," focusing on learning school rules, organizational skills, self-evaluation, and goal-setting; (3) "Celebrate Yourself," including activities related to self-esteem and emotions; (4) "Communication and Conflict services; (2) "Substance-Abusing Parents: Characteristics of Parents Involved with Addiction," a discussion of the nature of parental addiction and how it affects the ability to parent; (3) "Children of Substance-Abusing Parents: Special Risks," including newborn and infant complications and developmental issues; (4) "Comprehensive Family Assessment," focusing on information gathering, home visits, and observations; (5) "Areas of Assessment," including determining attitudes and feelings, along with assessment of the infant and child, parents, home environment, relative caregivers, and foster parents; and (6) "Working with Children in a Preschool Setting," which discusses classroom organization and the role of Head Start staff in working with children from substance-abusing families. (BGC)

ED 395 702 PS 024 293

Home-Based Supervisor's Guide.
SPONS. AGENCY- Administration for Children, Youth, and Families (DHHS), Washington, DC. Head Start Bureau.
PUB DATE- 93
NOTE- 114p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Books (010)
DESCRIPTORS- Adult Learning; Burnout; Coping; Home Programs; *Home Visits; Leadership Training; Management Development; Morale; Professional Development; Staff Development; Stress Management; *Supervisors; Supervisory Methods; *Supervisory Training; Time Management; Training
IDENTIFIERS- *Home Based Programs; Home Visitors; Project Head Start; *Project Head Start (Home Based)

The Head Start home-based supervisor provides guidance, support, direction, and continuing staff development opportunities while attempting to maintain and improve quality of services to Head Start children and families. This guide is designed to help the home-based supervisor in carrying out responsibilities while supporting the home visitor, who is key to the implementation of the home-based option. The sections of the guide are: (1) "The Head Start Home-Based Option," including a discussion of the definition of home-based services, the importance of supervision, and highlights of research and evaluation; (2) "Functions and Roles of the Home-Based Supervisor," which discusses the supervisor's leadership responsibilities, including those over home visitors; (3) "Training," covering assessment of training needs, pre-service training, in-service training, and policy group and volunteer training; and (4) "Effective Supervision Strategies," including coverage of management issues, supervision and leadership styles, and communication strategies. Appendices include sample job descriptions, an observation guide, a sample family needs assessment, and other forms. Contains 24 references. (BGC)

ED 395 703 PS 024 294

Head Start Automation Manual.
SPONS. AGENCY- Administration for Children, Youth, and Families (DHHS), Washington, DC. Head Start Bureau.
PUB DATE- 92
NOTE- 280p.
LANGUAGE- English

DESCRIPTORS- Adolescents; *Change Strategies; Child Abuse; *Child Advocacy; *Child Health; Childhood Needs; Child Neglect; Children; *Child Welfare; Day Care; Educational Opportunities; Government Role; Health Services; Poverty; *Public Policy; Sexual Abuse; Social Change; Victims of Crime; Youth Employment
IDENTIFIERS- Child Safety; Family Policy; Income Security; School to Work Transition; Youth Apprenticeship Projects

Noting that successful social policies for children are critical to our nation's future, this book discusses the status of children in America and suggests that the nation's current policies may not be serving them well. Proposals for seven new social policies are discussed that deal with the following domains affecting children from birth through the passage to adulthood: child care; schooling; transition to work; health care; income security; physical security; and child abuse. The proposals grew out of a conference devoted to identifying a new set of social policies for children. Following an introduction by Irwin Garfinkel and others, the proposals are outlined in the following chapters: (1) "Economic Security for Children: From Means Testing and Bifurcation to Universality" (Irwin Garfinkel); (2) "Somebody's Children: Educational Opportunity for All American Children" (Diane Ravitch); (3) "Child Care: The Key to Ending Child Poverty" (Barbara R. Bergmann); (4) "Building Hope, Skills, and Careers: Creating a Youth Apprenticeship System" (Robert I. Lerman); (5) Health Care Goes to School: An Untidy Strategy to Improve the Well-Being of School-Age Children" (Julia Graham Lear); (6) "Saving the Children: Crime and Social Policy" (John J. DiIulio, Jr.); and (7) "Child Abuse Reporting: The Need to Shift Priorities from More Reports to Better Reports" (Douglas J. Besharov with Lisa A. Laumann). Each chapter contains references. (TJQ)

ED 395 720 PS 024 393

Ingersoll, Richard
Are High School Teachers Teaching Core Subjects without College Majors or Minors in Those Subjects? Issue Brief.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- Apr 96
NOTE- 3p.; Based on "1990-91 Schools and Staffing Survey," see ED 359 225.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Numerical/Quantitative Data (110)
DESCRIPTORS- Core Curriculum; *High Schools; Institutional Characteristics; Private Schools; Public Schools; Secondary Education; *Secondary School Teachers; Teacher Certification; *Teacher Placement; *Teacher Qualifications; *Teacher Selection; Teaching (Occupation); Teaching Conditions
IDENTIFIERS- Out of Field Classes; *Out of Field Teacher Assignment

One of the most important characteristics of a qualified high school teacher is college training in the subject in which he or she teaches. Data from the 1990-91 Schools and Staffing Survey (SASS)--conducted by the National Center for Education Statistics to collect information on teachers' undergraduate and graduate degrees and their school teaching assignments--were examined to determine the percentages of out-of-field teachers in core subjects and whether differences exist among schools in the extent of out-of-field teaching assignments. Results indicate that in 1990-91: (1) relatively large percentages of high school teachers taught at least one core language. As well, every student who acquires their native language at school must have ample out-of-school experiences to use that language. To be successful, reversing language shift through intergenerational mother-tongue transmission requires both community and family building. (LP)

ED 395 736 RC 020 525

Littlebear, Richard E.; Martinez, Alicia, Ed.
A Model for Promoting Native American Language Preservation and Teaching.
PUB DATE- 96
NOTE- 7p.; In: Stabilizing Languages; see RC 020 517.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Alaska Natives; *American Indian Education; American Indian Languages; Cultural Maintenance; Elementary Secondary Education; Eskimo Aleut Languages; *Indigenous Personnel; Language Fluency; Language Maintenance; Learning Strategies; *Native Language Instruction; Native Speakers; *Paraprofessional School Personnel; Program Descriptions; Staff Development; Teaching Methods; *Training
IDENTIFIERS- Native Americans; *Natural Approach (Languages); *Total Physical Response

The Interface Alaska Multifunctional Resource Center developed a model for training Native American language teachers to effectively teach Native languages. The model provides Native American paraprofessional language teachers with basic knowledge of classroom techniques and effective teaching strategies. The training introduces the Total Physical Response (TPR) Approach and the Natural Approach as the primary teaching methods to be used by Native American language teachers. These approaches are orally-based, meaning that they develop language from the smallest oral components of the language to eventual conversational and technical fluency. The first training session addresses the affective domain of teaching and learning and the emotional aspects of language loss. The second session establishes a theoretical base by presenting teachers with selected theories of first- and second-language acquisition. This session also introduces Basic Interpersonal Communication Skills and Cognitive Academic Language Proficiency. The third session focuses on teachers forming a rationale for their involvement in the Native language preservation program. The goal is for teachers to make a long-term commitment to language acquisition and maintenance. During the fourth session, teachers are introduced to whole language, sheltered language, accelerated learning, Total Physical Response Approach, the Natural Approach, and cooperative learning, and each of these methods is then related to teaching language through an oral-based approach. The last session focuses on lesson-plan building, curriculum development, and materials development. (LP)

ED 395 737 RC 020 590

Hoyt-Goldsmith, Diane
Migrant Worker: A Boy from the Rio Grande Valley.
PUB DATE- 96
NOTE- 32p.; Photographs by Lawrence Migdale.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Creative Works (Literary and Dramatic) (030),Books (010)

child care, child health, basic income support, and child nutrition. "A Synergistic Multi-Age Model for Minority Students" (Felix Montes) outlines the general benefits of multiage education and how these advantages can foster integration of limited-English-proficient and culturally diverse students into the educational system. "Needed: A Massive Moral Movement To Leave No Child Behind" (Marian Wright Edelman) calls on parents, communities, and political leaders to take responsibility for the well-being of all children and make a sustained moral commitment to meet the health, educational, and financial needs of children. "Technology, Teachers and Early Childhood" (Aurora Yanez-Perez) outlines the benefits of computer use by young children and discusses ways that teachers can create an environment conducive to learning with computers. (SV)

ED 395 754 RC 020 646

Immigrant Education. IDRA Focus.
PUB DATE- May 96
NOTE- 17p.; Photographs may not reproduce adequately.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Access to Education; *Administrator Attitudes; College School Cooperation; Economic Impact; Educational Cooperation; *Educational Policy; *Educational Practices; Elementary Secondary Education; *Immigrants; *Mexican American Education; *Misconceptions; Politics of Education; Undocumented Immigrants
IDENTIFIERS- Texas

This newsletter includes five articles on immigrant education that focus on successful school programs and educational policy issues. In "Immigrant Education from the Administrators' Perspective" (Pam McCollum, Juanita Garcia), three principals of south Texas secondary schools with successful immigrant programs discuss their views on the adequacy of their college course work, student registration, student records, assessment and placement, appropriate counseling services, and referral for social services. "Creative Collaboratives: Empowering Immigrant Students and Families through Education" (Josie Danini Supik, Albert Cortez) describes programs in El Paso and Houston that link secondary schools and universities in efforts to improve immigrant education. Project findings point to the importance of teacher training and administrative support for the implementation of change strategies. "Immigrant Education Policy: Why Attempt To Fix What's Not Broken?" (Albert Cortez) presents facts about immigration and its impact on educational costs that counter misconceptions underlying efforts to deny public education to undocumented immigrant children. "CHIME (Clearinghouse for Immigrant Education): Service Provides Access to Information on the Education of Immigrant Students" (Aurelio M. Montemayor) describes CHIME's services and collection of resources on immigrant education. "Dispelling Myths about Immigrant Students" (Abel Carmona) examines common misconceptions about the impacts of immigrants on the U.S. economy, employment of native-born workers, welfare services, and schools, and about immigrants' education level and work skills. (SV)

ED 395 755 SE 055 773

Cantrell, Diane, Ed.; Barron, Patricia, Ed.
Integrating Environmental Education and Science: Using and

environment did not significantly affect their three-dimensional visualization. There were no statistically significant differences on any of the dependent variables between the performances of limited English proficient students and those of their English proficient peers when the same instructional environment was experienced. The research demonstrated that a computer-based, dynamic instructional environment can provide for successful outcomes in LEP and EP students' learning of the concepts of reflection and rotation. Implications of the findings are discussed. Contains 39 references. (Author/JRH)

ED 395 776   SE 058 209

Zhang, Dianzhou, Ed.; And Others
Proceedings of the China-Japan-U.S. Seminar on Mathematical Education.
SPONS. AGENCY- Japan Society for the Promotion of Science.; National Science Foundation, Arlington, VA.; National Science Foundation of China.
PUB DATE- 96
NOTE- 285p.
LANGUAGE- English
EDRS Price- MF01/PC12 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Educational Strategies; Elementary Secondary Education; Foreign Countries; Global Approach; International Educational Exchange; Mathematics Curriculum; *Mathematics Education; *Problem Solving; Teacher Education
IDENTIFIERS- China; Japan

This document contains the proceedings of the China-Japan-U.S. Seminar on Mathematical Education that was held in 1993 in China. The focus of the Seminar was problem solving in mathematics education. The main purposes of the seminar were: to examine the present states of problem solving in school mathematics in China, Japan, and the U.S.; to explore classroom practices in problem solving; to examine existing data concerning problem solving in mathematics education research; to explore teacher training aspects of problem solving in school mathematics; and to provide a context in which scholars from the three countries could meet, talk, and pursue mutual interests and future interaction. Presentations include: (1) "Learning How to Integrate Problem Solving Into Mathematics Teaching" (Jerry Becker); (2) "Mathematics Education in Japan-Some Findings From the Results of the IEA Study" (Toshio Sawada); (3) "Some Remarks on Problem Solving" (Changping Chen); (4) "How to Link Affective and Cognitive Aspects in the Mathematics Class-Comparison of Three Teaching Trials on Problem Solving" (Nobuhiko Nohda); (5) "Critical Issues in Problem Solving Instruction in Mathematics" (Douglas Grouws); (6) "An Overview on Mathematical Problem Solving in China" (Dianzhou Zhang); (7) "Diversity, Tools, and New Approaches to Teaching Functions" (Jere Confrey); (8) "Mathematical Open-Ended Problems in China" (Zaiping Dai); (9) "The Place of Problem Solving in U.S. Mathematics Education K-12 Reform: A Preliminary Glimpse" (Joan Ferrini-Mundy and Loren Johnson); (10) "On Mathematics Education in Japan" (Yoshishige Sugiyama); (11) "Observations on China's Mathematics Education as Influenced by Its Traditional Culture" (Jun Li and Changping Chen); (12) "Outline of Textbook Authorization in Japan" (Toshiaki Sakama); (13) "Problem Solving and Lesson Reviewing-A CAI Teaching Approach" (Shen Yu, Pengyuan Wang, and Zhong Dai); (14) "Changing the Elementary Mathematics Curriculum: Obstacles and Challenges" (Susan Russell); (15) "On the Method of Guiding educational philosophies and their corresponding learning outcomes. Questions will be raised concerning the schism that exists between teacher-centered and student-centered approaches, and their implications to concepts central to education such as accountability, ownership of understanding, and responsibility. Finally an argument is presented of how a rational policy of homework may be able to bring about goals consistent with current reform initiatives, without radically altering curriculum or pedagogy. Contains 30 references. (Author)

ED 395 797 SE 058 392

Tittle, Carol Kehr; Pape, Stephen
Selected References for Assessment and Evaluation of Mathematics and Science Teaching Reforms in Classrooms: A Bibliography.
PUB DATE- Sep 95
NOTE- 32p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Classroom Communication; *Educational Assessment; *Educational Change; Elementary Secondary Education; *Mathematics Education; Mathematics Teachers; Observation; *Science Education; Science Teachers; Students
IDENTIFIERS- *Reform Efforts

The reform of mathematics and science teaching and learning in school classrooms has been underway for the past two decades. A review of the literature performed on the ERIC CD ROM system yielded a selected bibliography of 154 items identifying several areas of current activity that are included in research and development projects focused on reform in science and mathematics. The references encompass papers of a general or theoretical interest on assessment and evaluation, including studies and case studies. Particular attention has been paid to studies of classroom discourse, classroom observation tools, and the beliefs and knowledge of teachers and students. The last section is devoted to studies of assessment of teachers, of students, and of teacher use of assessments. Included is a list of ERIC literature search strategies and the number of ERIC documents located for each search. (MKR)

ED 395 798 SE 058 398

Assessment of Achievement Programme: Fourth Survey of Mathematics, 1994.
SPONS. AGENCY- Scottish Office Education and Industry Dept., Edinburgh. Research and Intelligence Unit.
PUB DATE- 96
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- British National Curriculum; Elementary Secondary Education; Foreign Countries; *Mathematics Achievement; Mathematics Tests; *National Surveys; *Sex Differences
IDENTIFIERS- Scotland

This document presents 1994 results of the Assessment of Achievement Programme, established by the Scottish Office Education and Industry Department to monitor performance of pupils in Scottish schools in particular areas of the curriculum. Samples of pupils were selected to be representative of pupils in all mainstream schools, whether education authority, grant-aided or independent. Over 9,000 problem than students from the effort group. Students who made dual attributions to strategy and effort were not as likely to regulate their exploration or solve the problem as students who made "pure" strategy attributions. The findings support the need to investigate students' perceptions of "effort" as causal to performance, and to compare the effects of strategy versus strategy-effort feedback. (Author)

ED 395 818 SE 058 460

Wang, Jianjun
Evolution of School Physics in the People's Republic of China.
PUB DATE- 9 Apr 96
NOTE- 51p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 9, 1996).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Historical Materials (060)
DESCRIPTORS- Cultural Context; Foreign Countries; *Physics; Political Influences; *Science Education History; Secondary Education; Social Influences
IDENTIFIERS- *China

This paper traces the evolution of school physics in China and elaborates on the current situation, ongoing experiments, and problems of school physics in terms of the historical, cultural, political, and social contexts in China. School physics as a major subject was imported into China almost wholesale by the end of the 19th century. Nonetheless, physics was technically procrastinated due to the fact that very few physics terms existed in classical Chinese literature. The first significant impetus toward more emphasis of physics came from a May 4 Movement in 1919 when thousands of Peking students marched in protest against Japan. As the movement spread, many Chinese youth went to the West to study physics, and later became the first generation physicists in China. The China Physics Society was soon established, and the mission of converting physics terms into Chinese was systematically carried out. A second movement, the New Culture Movement, originating from the May 4 Movement, was strengthened through the era of the Nationalist government (1920s-30s). This movement made physics more accessible to the general public, and differentiated physicists from classical scholars. During the Mao regime, school physics was imported from Russia because of China's isolation from the West in 1949. Later, during the Great Leap Forward movement (1958-1960) school physics was simplified to cover readily applicable aspects of the knowledge base. By the end of the Cultural Revolution in 1976, the contents of physics were shrunk into only four components: the steam engine, the internal combustion engine, the electric motor, and the pump. Physics instruction is currently driven at the secondary level by the college entrance examination, and at the tertiary level by the market economy. Ongoing experiments are guided by societal needs and the government's policy in education. Debate regarding the government's role in education was silenced after the Tiananmen Square event, but discontent in the physics society stays high. Contains 46 references. (JRH)

ED 395 819 SE 058 461

Yarnall, Louise; Kafai, Yasmin
Issues in Project-Based Science Activities: Children's Constructions of Ocean Software Games.
PUB DATE- Apr 96
NOTE- 29p.; Paper presented at the Annual Meeting of the American

study of the Holocaust in seven different courses: (1) United States History; (2) World History; (3) World Cultures; (4) Government; (5) Contemporary World Problems; (6) Literature; and (7) Art and Art History. (DQE)

ED 395 839 SO 025 471

Annotated Bibliography. Part 2. Revised .
PUB DATE- 94
NOTE- 36p.; For related items, SO 025 470 and SO 025 488.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Reference Materials - Bibliographies (131)
DESCRIPTORS- Adult Education; Annotated Bibliographies; Art Education; Art History; Culture; Ethnography; *Government Role; *History; *Jews; Language Arts; Middle Schools; Secondary Education; Social Studies; United States History; Visual Arts; World History; World Problems
IDENTIFIERS- *Holocaust

The purpose of this annotated bibliography is to help teachers choose, from the vast array of Holocaust literature, books that might be useful to them and to their students. Works cited were selected because of merit and content, with an attempt to include books that are readily available and in paperback. The lists are presented in three sections organized by reading level (middle school, high school, and adult), but many books are suitable for more than one level. Within each reading level, books are organized in six topical categories: (1) General History; (2) Specialized History; (3) Biography; (4) Fiction; (5) Memoirs; and (6) Art The adult section is expanded to include the following categories: "Diaries"; "Poetry, Drama, and Art"; and "Literary Criticism." (DQE)

ED 395 840 SO 025 481

Skapski, George J.
Tract on Panot. Part 1: Text. (In Form of a Dialogue between Master PAN and Student NOT). Part 2: Examples. (Music Examples in Both Traditional and PANOTation). Part 3: Appendices and Supplements. (Reference Materials in Both Traditional and PANOTation).
PUB DATE- 92
NOTE- 429p.
LANGUAGE- English
EDRS Price- MF01/PC18 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Books (010)
DESCRIPTORS- Comparative Analysis; Descriptive Writing; Higher Education; *Musical Composition; Music Education; *Music Reading; *Music Techniques; Reference Materials
IDENTIFIERS- *Music Notation

This document proposes and presents a new concept in music notation. Consisting of three separately-bound parts, the first part presents the rationale for the new musical notation in the form of a dialogue between two people who discuss what the ideal musical notation would be: the subject of unmetered durations and articulations, the representation of the temporal parameter, the domain of pitch and intervals, symbols for dynamics and timbre, and some observations on analytical insights. The second part provides numerous examples of each of the areas discussed in the dialogue. The final part presents the 50 appendices and supplemental materials concerning

Alberta Institute, better known as the Glenbow Museum. A "Tribute" remembers art collector Helen Card. Brief, alphabetically listed biographies are given for 114 American illustrators. The book concludes with a bibliography, and an itinerary and exhibition catalogue for the related museum exhibition of the same name. (NP)

ED 395 861 SO 026 004

Emme, Michael J., Ed.; And Others
Journal of Social Theory in Art Education, 1994.
PUB DATE- 94
NOTE- 195p.; Published annually. Pictures and photos may not reproduce well.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022),Collected Works - General (020),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Aesthetic Values; Art; *Art Education; Artists; *Critical Theory; Critical Thinking; Critical Viewing; Ecology; Educational History; Elementary Secondary Education; Lifelong Learning; Mass Media; Popular Culture; Postsecondary Education; Propaganda; *Social Attitudes; Social Influences
IDENTIFIERS- Feminist Pedagogy; Media Literacy

Articles in this journal examine the way art and art education affect the individual and the formation of culture. This volume includes: (1) "The Deep Creek School: Technology, Ecology and the Body as Pedagogical Alternatives in Art Education" (Daniel L. Collins; Charles R. Garoian); (2) "The Green Quilt: An Example of Collective Eco-Action in Art Education" (Doug Blandy; Kristin G. Congdon; Laurie Hicks; Elizabeth Hoffman; and Don Krug); (3) "An Editor's Note: Critical Theory, Art and Education" (Michael J. Emme); (4) "The Gallery" (David Amdur; Robert Bersson; Gene Cooper; Drent Howenstein; Laurie Lundquist; Meryl Meisler; Juanita Miller; Gretchen Riemer; Kai Staats); (5) "Valuing Difference: Luce Irigaray and Feminist Pedagogy" (Yvonne Gaudelius); (6) "Behind, the Road is Blocked: Art Education and Nostalgia" (Paul Duncum); (7) "The Committee on Public Information and the Mobilization of Public Opinion in the United States During World War I: The Effects on Education and Artists" (Clayton Funk); (8) "Art, Education, Work, and Leisure: Tangles in the Lifelong Learning Network" (Lara M. Lackey); (9) "'Truth' That Sells: Broadcast News Media in Video Art and Art Education" (Mary Wyrick). Book reviews look at works by authors: Terry Barrett (1994), "Criticizing Art: Understanding the Contemporary" (John H. White, Jr.); Leslie Weisman (1992), "Discrimination by Design: A Feminist Critique of the Man-Made Environment" (Joanne K. Guilfoil); and Robert Hughes (1993), "Culture of Complaint: The Fraying of America" (Patricia Amburgy). (MM)

ED 395 862 SO 026 021

Kang, SunJoo
History in the Global Age.
PUB DATE- Dec 95
NOTE- 28p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Citizenship; Citizenship Education; Global Approach; *Global Education; *History Instruction; Secondary Education; Social Studies; *United States History; *World History

Environmental Education; Global Education; Interdisciplinary Approach; *Pollution; *Public Policy

This teacher's guide accompanies a videotape of the same name. Experts from the fields of energy and the environment, along with an official from the U.S. Department of Energy, discuss these concerns. The video is a condensation of five programs produced by Close Up Television and Video as part of a national institute for high school social studies and science teachers sponsored by the Center for Energy Education. This teacher's guide provides tools to help students better understand energy and environmental issues. The teaching strategies and activities contained in the guide can be used in a variety of ways and adapted to suit classroom needs. (EH)

ED 395 883 SO 026 419

Sass, Charles R.
Exploring Race and Affirmative Action. Teacher's Guide.
PUB DATE- 96
NOTE- 28p.; Matching videotape not available from ERIC.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Affirmative Action; Citizenship Education; Civics; *Civil Liberties; *Constitutional Law; Discriminatory Legislation; Elementary Secondary Education; *Equal Protection; Instructional Materials; Law Related Education; Learning Activities; *Minority Groups; Racial Integration; *Racial Segregation; Social Studies; Teaching Methods; Thinking Skills; United States History
IDENTIFIERS- Close Up Program; Fourteenth Amendment; *United States Constitution

Designed to help students better understand the controversial issue of affirmative action, this teacher's guide supplements the thirty-minute instructional videotape of the same name. The videotape explores the history of affirmative action in the United States, including its successes, failures, and future. The videotape and the teacher's guide should help students to: (1) trace the history of the civil rights movement and the development of affirmative action; (2) understand the goals of affirmative action and the program's implications for Americans; (3) compare and contrast the perspectives and viewpoints Americans have about affirmative action; and (4) develop informed opinions about affirmative action. The guide contains four activities that involve class discussions and small-group work. Student handouts are provided. The active learning approach encourages students to go beyond recognition or knowledge of facts to begin analyzing, synthesizing, and evaluating the issues and concepts being studied. (LH)

ED 395 884 SO 026 420

Caywood, Stephanie; And Others
Citizen Stories: Democracy and Responsibility in American Life. Guide for the Instructor.
PUB DATE- 91
NOTE- 26p.; A joint production with the Smithsonian Institution. Videotape not available from ERIC.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Citizen Participation; *Citizen Role; Citizenship;

Higher Education; High Schools; High School Students; Intermediate Grades; Junior High Schools; Junior High School Students; Mentors; *Middle Schools; *Minority Groups; Nontraditional Students; *Partnerships in Education; Student Attitudes; *Student Recruitment; Teaching (Occupation); Two Year Colleges

IDENTIFIERS- African Americans; *Florida; Ford Foundation

"Teacher Education for America's Minorities" (TEAM) is a project of seven institutions of higher education in Florida. The project's goal has been to work within the teacher education systems at the seven institutions over a 6-year period (1990-1996). This paper addresses some of the issues and strategies related to barriers in the pipeline, identifies strategies used in assisting nontraditional and community college transfer students make the transition to the university setting, and presents case studies on college retention and transfer issues affecting minority students in the Florida Community College System. All of the projects were funded by the Ford Foundation. Results of a survey of Black college students in relation to academic achievement are also presented. Barriers to minority student advancement include outmoded curricula and school structures, biased standardized tests, and financial constraints. The TEAM project begins in the middle schools to mentor minority students through school and into the workforce or toward postsecondary education. An actual case report illustrates the program. Each summer the program exposes promising minority high school students to college career opportunities and campus life; statewide recruitment initiatives and conferences are held periodically to encourage recruitment of these students and those already attending community colleges. Recruitment efforts include adequate tutorial assistance and developing students' self-concept. Survey findings indicate that Black college students need more assistance with library use, more study time versus working time, and improved perceptions of their own ability. (Contains 33 references.) (NAV)

ED 395 903 SP 036 701

Ramanathan, Hema

Theories of Reading. An Inservice Workshop for ESL/EFL Teachers.

PUB DATE- Apr 94

NOTE- 41p.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- Classroom Techniques; Elementary School Teachers; Elementary Secondary Education; *English (Second Language); Faculty Development; *Inservice Teacher Education; Instructional Materials; Learning Strategies; *Reading Instruction; Secondary School Teachers; *Second Language Instruction; *Teacher Workshops; *Theory Practice Relationship

IDENTIFIERS- *Columbus Public Schools OH

This workshop is intended to provide teachers of English as a Second Language (ESL) and English as a Foreign Language (EFL) in the Columbus (Ohio) Public School District an opportunity to examine their own teaching, and the strategies and materials they use in the classroom, in the light of recent research in reading. It provides participants access to theory and a chance to appreciate its practicality. The workshop is aimed at 30 participants for a 2-day meeting in the fall or a 2-day meeting teaching in the two settings, and methods of content comparison were used to analyze the qualitative data. Results indicated the controlled setting prepared the preservice teachers for the natural setting, but that the natural setting produced more unexpected variables within the context affecting management time. (Contains 28 references.) (Author/ND)

ED 395 919 SP 036 744

Chazan, Daniel
Where Do Student Conjectures Come From? Empirical Exploration in Mathematics Classes. Craft Paper 95-8.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Dec 95
NOTE- 30p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; Classroom Research; Classroom Techniques; *Discovery Learning; Educational Philosophy; *Geometric Constructions; *Geometry; Higher Education; High Schools; *Mathematics Instruction; Secondary School Mathematics; *Teaching Methods
IDENTIFIERS- *Conjectures (Mathematics); *Empirical Analysis

This paper begins with a description of a set of difficulties in classes where students were given problems which asked them to explore and "make conjectures." After presenting background on debates about discovery learning, changing philosophical conceptualizations of the role of the empirical in mathematics, and innovations involving the use of geometry construction programs, the paper then focuses on two philosophical views on induction and the origin of conjectures. These philosophical views are used to distinguish two approaches to and rationales for exploratory laboratory problems in geometry classes. Concerns are then raised about one of these approaches (discovery problems) which may be carried out under the banner of current reforms but which may lead students to conceptualize classroom exploration as a search for the single idea on a teacher's mind. (Contains 45 references.) (Author)

ED 395 920 SP 036 745

Birzea, Cesar
Strategies for Interculturally-oriented Civics Teaching at Primary and Secondary Level. Final Symposium (Timisoara, Romania, December 7-11, 1994). Report.
PUB DATE- 95
NOTE- 53p.; Part of Project "Democracy, Human Rights, Minorities: Educational and Cultural Aspects." For a related document, see ED 379 223.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Citizenship Education; *Civics; *Curriculum Design; Democracy; *Educational Objectives; *Educational Philosophy; Elementary Secondary Education; Foreign Countries; Higher Education; Intercultural Programs; *Multicultural Education; Teacher Education; Teacher Role; Teaching Methods
IDENTIFIERS- *Europe; Europe (Central); Europe (East)

This publication reports on the final symposium of the "Strategies for Interculturally-oriented Civics Teaching at tasks were identified. The final sample was 3,618 adults. The identification of these variables provides an important first step toward building a theoretical model that would systematically account for the constructs of document processing. The 61 tasks and their associated documents that make up the document scale of the National Assessment of Educational Progress (NAEP) Young Adult Literacy assessment were parsed using a specially devised grammar. Based on the parsings, variables were identified to account for the probability of success for the total population and for major subgroups of interest. The identified variables accounted for 89% of the variance for the total population. Among racial and ethnic groups, these variables accounted for 89% of the variance for White, 81% for Black, and 87% for Hispanic young adults. Among levels of education, these variables accounted for 56% of the variance for young adults with 0 to 8 years of schooling, 81% for young adults with 9 to 12 years of schooling, 88% for young adults with high-school degrees, and 84% for young adults with post-high-school degrees. Findings are discussed in terms of the need to provide a more general framework for describing, comparing, and researching documents. Five appendixes discuss parsing and scoring. (Contains 2 figures, 3 tables, 1 appendix table, and 70 references.) (Author/SLD)

ED 395 939 TM 025 006

Rivera, Charlene; Schmitt, Alicia P.
A Comparison of Hispanic and White Non-Hispanic Students' Omit Patterns on the Scholastic Aptitude Test.
PUB DATE- Aug 88
NOTE- 24p.; Earlier version of a paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April 1986).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Ability; *College Entrance Examinations; Comparative Analysis; English; High Schools; High School Students; Hispanic Americans; Item Bias; *Mexican Americans; *Puerto Ricans; Spanish; *Test Items; *White Students
IDENTIFIERS- *Hispanic American Students; Omitted Responses; *Scholastic Aptitude Test; Standardization

Standardization methodology was used to analyze omitted responses of Hispanic examinees on the Scholastic Aptitude Test. Study or focal groups were 2,956 Mexican-Americans, 3,230 Puerto Ricans, and 278,009 White test-takers. Results indicate that both Mexican-Americans and Puerto Rican students omitted fewer items than White students of comparable ability but that Mexican-Americans tended to omit even less. Examination of items with the least differential omit rate by both Hispanic groups indicate that items with true cognates or words with a common root in English and Spanish were omitted differentially less. Some dependency on ability level was observed for the omit patterns of Puerto Rican examinees. (Contains 2 tables, 6 figures, and 18 references.) (Author/SLD)

ED 395 940 TM 025 007

Pennock-Roman, Maria
The Status of Research on the Scholastic Aptitude Test (SAT) and Hispanic Students in Postsecondary Education.
PUB DATE- Jun 88

explanatory power that is "common" to or shared with at least one predictor variable. This paper outlines and discusses the steps of commonality analysis specific to canonical correlation analysis using a heuristic example to make the discussion more concrete. The first step in canonical commonality analysis is to perform a canonical correlation analysis in order to derive the standardized canonical function coefficients and the canonical functions. Step two is to calculate the criterion composite scores, also called variate scores. The third step is to conduct multiple regression on the synthetic composite criterion variables using all possible combinations of the predictor variables. The final step is to calculate the unique and common variance partitions. The advantages and potential limitations of commonality analysis are discussed. An appendix presents a computer program for the analysis. (Contains four tables and seven references.) (Author/SLD)

ED 395 960 TM 025 098

Wingersky, Marilyn S.
A Consideration for Variable Length Adaptive Tests.
PUB DATE- Sep 89
NOTE- 32p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Adaptive Testing; Bayesian Statistics; Error of Measurement; *Estimation (Mathematics); Test Items; *Test Length; *True Scores
IDENTIFIERS- *Asymptotic Standard Errors; Research Replication; *Stopping Rules

In a variable-length adaptive test with a stopping rule that relied on the asymptotic standard error of measurement of the examinee's estimated true score, M. S. Stocking (1987) discovered that it was sufficient to know the examinee's true score and the number of items administered to predict with some accuracy whether an examinee's true score was over- or underestimated. She theorized that this result might be due to the standard error being correct only asymptotically. J. B. Sympson (1985) recommended two Bayesian stopping rules that do not rely on asymptotic properties. This paper replicates the Stocking study using one of the variable-length adaptive testing procedures recommended by Sympson to see whether that procedure gives the same results as the Stocking study. The Sympson procedure uses a stopping rule that relies on the posterior standard deviation of the number-right true score on a criterion test. In both the Stocking study and Sympson procedure, knowing the examinee's true score and the number of items administered is sufficient for predicting whether the estimated true score is over- or underestimated. This is due to the fact that the magnitude of both the asymptotic standard error of measurement of the estimated scores and the posterior standard deviation of the true score varies as the estimated true score varies. (Contains two tables, three figures, and five references.) (Author/SLD)

ED 395 961 TM 025 099

Freeberg, Norman E.; And Others
Analysis of the Revised Student Descriptive Questionnaire: Phase II. Predictive Validity of Academic Self-Report. College Board Report No. 89-8.
PUB DATE- 89
NOTE- 21p.; For Phase I report, see ED 304 460.

supplementary ratings, and selected examples. (Contains 15 tables and 6 references.) (Author/SLD)

ED 395 981 TM 025 140

Buras, Avery
Descriptive versus Predictive Discriminant Analysis: A Comparison and Contrast of the Two Techniques.
PUB DATE- 26 Jan 96
NOTE- 32p.; Paper presented at the Annual Meeting of the Southwest Educational Research Association (New Orleans, LA, January 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Behavioral Science Research; Comparative Analysis; *Discriminant Analysis; *Effect Size; *Group Membership; *Research Methodology; Social Science Research
IDENTIFIERS- *Descriptive Discriminant Analysis; *Predictive Discriminant Analysis

The use of multivariate statistics in the social and behavioral sciences is becoming more and more widespread. One multivariate technique that is commonly used is discriminant function analysis. This paper compares and contrasts the two purposes of discriminant analysis, prediction and description. Using a heuristic data set, a conceptual explanation of both techniques is provided with emphasis on which aspects of the computer printouts are essential for the interpretation of each type of discriminant analysis. Initially, discriminant analysis was designed to predict group membership, given a number of continuous variables. It also is used to study and explain group separation or group differences. Descriptive discriminant analysis has been used traditionally as a followup to a multivariate analysis of variance. The explanation of the differences in these two approaches includes discussion of how to: (1) detect violations in the assumptions of discriminant analysis; (2) evaluate the importance of the omnibus null hypothesis; (3) calculate the effect size; (4) distinguish between the structure matrix and canonical discriminant function coefficient matrix; (5) evaluate which groups differ; and (6) understand the importance of hit rates in predictive discriminant analysis. An appendix presents a syntax file from the Statistical Package for the Social Sciences. (Contains 7 tables and 20 references.) (SLD)

ED 395 982 TM 025 144

Jordan, Robert P.
Searching for Information on Tests: Reference Sources and a Search Strategy. Iowa Testing Programs Occasional Papers Number 38.
PUB DATE- Mar 96
NOTE- 23p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Bibliographies; Databases; *Educational Testing; *Reference Materials; Resource Materials; *Search Strategies; Social Science Research; *Tests; Test Use; *User Needs (Information)

Research methodologies in several of the social sciences require the use of tests. When assisting social science researchers who seek information on tests, reference librarians do not,

*Teaching Experience
IDENTIFIERS- *Preservice Teachers

A study hypothesized that pedagogical beliefs, as well as method course experience, would be important and related influences on how preservice teachers used portfolios. During a year-long study, 20 elementary education majors were followed as they moved through methods courses into student teaching and their first year as classroom teachers. Informal surveys about portfolios and a motivational survey for teachers were completed by the subjects early in the study and at 2 to 3 months after the completion of student teaching. Use of portfolios in teaching methods courses seemed to elicit the development of professional portfolios students completed of their own work, but it did not appear to influence these student teachers to ask their students for portfolios, a behavior that teacher educators thought they were modeling. Findings suggest that teacher educators must help preservice teachers make explicit links among their coursework, their clinical experiences, and their pedagogical beliefs to build effective understanding and use of portfolios. Students should be asked to reflect on the types and uses of portfolios. The plans these student teachers made for using portfolios were based on what they observed in their clinical settings, but in these settings they were not seeing much portfolio use. An appendix presents some sample survey items. (Contains 2 tables, 1 figure, and 35 references.) (SLD)

ED 396 001 TM 025 332

Moskal, Patsy D.; And Others
Scaling Health Risk Behaviors of College Students.
SPONS. AGENCY- Center for Chronic Disease Prevention and Health Promotion (DHHS/CDC), Atlanta, GA. Adolescent and School Health Div.
PUB DATE- Apr 96
NOTE- 34p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12, 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; *Behavior Patterns; *College Students; Drinking; Drug Use; Eating Habits; Exercise; *Health; Higher Education; Injuries; *Risk; *Scaling; Sexuality; Smoking; Surveys; Test Construction; Tobacco
IDENTIFIERS- *Florida State University

As an objective toward its mission of providing HIV-AIDS education, the Higher Education Consortium for AIDS Prevention surveyed students of Florida's State University System to determine their health risk behaviors. The instrument used, the "Health Risk Behavior Survey for University Students," was adapted for college students from one used by the Centers for Disease Control. The six behavior categories questioned were: (1) intentional and unintentional injuries; (2) tobacco use; (3) alcohol and drug use; (4) sexual behaviors; (5) dietary habits; and (6) physical activity or exercise. Approximately 2,000 surveys were mailed, of which 1,150 were completed (response rate of 57%). Of the responses, 685 were from females and 460 from males. Scales were derived for each category of risk. Results indicated that these six dimensions were indeed scalable. Such scaling permits the examination of the covariances and testing of a latent trait model that would help explain the interactions of this highly complex construct.

IDENTIFIERS- *Entry Level Skills
Recently, some employers were polled to find out which skills are most important for young people working at their first jobs to have. This guide discusses how parents can help children prepare for the work world. Employers are interested in the academic skills of young people and use job application forms and interviews to evaluate them. They want employees to have the ability to learn quickly and to have basic English and mathematics skills. They will usually train workers in the special skills needed for a particular job, but most want employees to have problem-solving ability, the ability to communicate, and the ability to do manual tasks. In addition, employers look for desirable work-related habits and attitudes. Parents can help children prepare for the work world by making sure they have the academic and vocational skills. This begins with finding out what they are learning in school and arranging extra instruction if needed. Parents also can communicate their own experiences to help children know what to expect in the work world. (SLD)

ED 396 019 UD 030 960

Creating New Visions for Schools. Activities for Educators, Parents, and Community Members.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 94
NOTE- 40p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Beliefs; Citizenship Education; *Community Cooperation; *Educational Change; Educational Objectives; Elementary Secondary Education; *Learning Activities; Parents; *Portfolio Assessment; Portfolios (Background Materials); Problem Solving; *School Restructuring; Teachers; *Training
The activities in this booklet bring together research and practice in formats that enable communities to define and implement strategies for meeting their educational goals. The seven training activities will help teachers, administrators, school board members, parents, and community members transform their schools into places where learning is paramount and where teachers inspire students to be problem solvers, communicators, knowledgeable and productive citizens, and life-long learners. They help the school community develop a shared vision of what they want the school to be. The activities, which can be used in any order, are: (1) "A Walk through a Learning-Centered School"; (2) "Powerful Learning Experience"; (3) "Becoming a Better Learner"; (4) "Four Corners Activity" (belief clarification); (5) "The Journey"; (6) "Changes in My Community"; and (7) "Designing a Personal Portfolio." A user survey is included. (Contains eight references.) (SLD)

ED 396 020 UD 030 961

Hess, Rick
Agendas, Activity, and Education Reform: Policy Diffusion and Controversy in Urban School Districts, 1992-1995.
PUB DATE- Sep 95
NOTE- 31p.; Paper presented at the Annual Meeting of the American Political Science Association (Chicago, IL, August 31-September

worsened during this period. Workers with low levels of education did not benefit as greatly as did those with higher levels of education. Trends for New York City resemble those for the nation as a whole. (Contains 10 tables.) (SLD)

ED 396 039 UD 030 995

Houser, Neil O.
Multicultural Literature, Equity Education, and the Social Studies.
PUB DATE- 95
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Childrens Literature; Cultural Awareness; *Curriculum Development; Educational Practices; Elementary Secondary Education; *Equal Education; Futures (of Society); Intellectual Disciplines; *Multicultural Education; Social Change; Social Development; *Social Studies; Teaching Methods
IDENTIFIERS- Multicultural Materials

Social studies is concerned with promoting the greater good of society. This paper examines the value of multicultural literature as a tool for this purpose. It is argued that multicultural literature can help promote the social development necessary to address important societal problems and conditions. It can be used formally or informally to facilitate broad sociocultural understanding, critical self-examination, and commitment to action. Multicultural literature can improve the social studies curriculum by supplementing traditional materials and contextualizing disciplines like geography and history. It can also enrich subjects such as science and language arts and humanize the study of contemporary issues and events, and can also be used across grade levels and with very young children. After examining specific materials and their uses, the paper discusses general implications for practice. (Contains 38 references.) (Author/SLD)

ED 396 040 UD 030 996

Useem, Elizabeth; And Others
Reforming Alone: Barriers to Organizational Learning in Urban School Change Initiatives.
PUB DATE- Apr 96
NOTE- 23p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Educational Change; Educational Practices; Elementary Secondary Education; *Instructional Leadership; *Principals; Professional Development; Program Evaluation; School Districts; *School Personnel; Synthesis; Unions; *Urban Schools
IDENTIFIERS- *Philadelphia School District PA; Reform Efforts; *Social Capital

The idea of civic engagement among school staffs is explored with the aim of understanding why reform initiatives often fail to be initiated fully in urban schools. This synthesis of findings across nine separate program evaluations conducted for the

This report details the activities of each of the offices of the Colorado State Library and Adult Education Office, as well as accomplishments in developing a strategic plan, gaining state and federal support for technology, and improving the literacy program. Program descriptions and statistics are presented for: the State Publications Library; the State Library Information Network Connection (StateLINC); the Library Services and Construction Act (LSCA); the Colorado Library Resource Sharing and Information Access Board (CLRSIAB); the Access Colorado Library and Information Network (ACLIN); the Library Research Service; the Institutional Library Service; the Colorado Talking Book Library (CTBL); the Office of Adult Education; and the Standards and Assessment Resource Bank. A table summarizes the 1995-96 state budgeted funds for library program and adult education program items. An organization chart of the State Department of Education is also provided. (AEF)

ED 395 592 IR 055 896

Butler-Pearson, MaryAnn
Students Teaching Students To Use the Electronic Information Retrieval Services in a High School Media Center.
PUB DATE- 95
NOTE- 50p.; Ed.D. Practicum Report, Nova Southeastern University. Contains photocopies of photographs which may not reproduce clearly.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Computer Mediated Communication; *Electronic Mail; Grade 9; Grade 12; High Schools; *High School Students; Media Specialists; *Online Catalogs; Optical Data Disks; *Peer Teaching; Program Development; Reference Materials; School Libraries; *Skill Development; Training; *Tutoring
IDENTIFIERS- Technology Utilization

This report describes a practicum which was designed to effect a significant increase in the number of students at a suburban high school who were both aware of and capable of using the online catalog and the CD-ROM reference systems, and who could also successfully communicate via electronic mail through a free network offered by the county library system. A small cadre of seniors received instruction from media specialists who certified them as Media Center Trainers. These seniors then became peer tutors in training sessions to 65 ninth graders. Practicum activities for the researcher involved scheduling sessions, setting up mail accounts, and designing the training program. Analysis of collected data demonstrated that ninth graders gained the desired skill increases, and the seniors enhanced their research skills and gained confidence and self-esteem as a result of their participation. Appendices include copies of pre- and post-training surveys, a proficiency certificate for exploratory teachers, practice assignments, a skill verification report, and photographs of the training. (Contains 17 references.) (BEW)

ED 395 593 IR 055 899

Morehead, Joe
Introduction to United States Government Information Sources. Fifth Edition. Library and Information Science Text Series.
PUB DATE- 96
NOTE- 333p.
LANGUAGE- English

ED 395 610 JC 960 361

Chase, Audree M., Ed.; Mahoney, James R., Ed.
Global Awareness in Community Colleges: A Report of a National Survey.
PUB DATE- 96
NOTE- 107p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Community Colleges; Educational Practices; *Enrollment; Intercultural Programs; *International Cooperation; *International Education; International Educational Exchange; International Organizations; *International Programs; National Surveys; Program Administration; Two Year Colleges

In July 1995, the American Association of Community College's International Services Office conducted a survey of 1,154 colleges to gather data on the colleges' involvement in international education programs and services. The study sought to determine the types of international education programs offered, enrollment, the status of program directors, services provided to international students, the level of involvement with international organizations and foreign countries, sources of funding, and respondents' views regarding future trends and current problems. Study findings, based on responses from 624 colleges, included the following: (1) 505 of the respondents indicated that they offered some type of international education program, with international curricula the most commonly cited type; (2) 43% had supported some type of international education program for over 10 years; (3) academic or business connections were reported for 143 countries; (4) 476 respondents reported enrolling international and immigrant students, while the total international/immigrant student enrollment was 167,572; (5) 61% had a staff or faculty member responsible for international programs, with 73% of these full-time; and (6) 20% had received government funds to help support their programs. Appendixes include the survey cover letter and instrument, a policy statement on international education, lists of survey respondents and international program directors, selected current readings on international education at community colleges, and a list of international education organizations in which community colleges participate. (TGI)

ED 395 611 JC 960 362

Kintzer, Frederick C.
Nonuniversity Postcompulsory/Postsecondary Education.
PUB DATE- 96
NOTE- 59p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Comparative Education; Educational Change; *Educational History; *Educational Practices; *Educational Trends; Foreign Countries; *Postsecondary Education; Program Development; Vocational Education

Summarizing current developments in nonuniversity higher education (NHE) internationally, this paper provides national composites illustrating the status of programming, delivery, organization, and governance of NHE programs across the globe. First, introductory materials define NHE as education beyond

Boards; Two Year Colleges
IDENTIFIERS- *California Community Colleges

This paper outlines strategies for achieving effective collegial relationships between local academic senates and faculty collective bargaining agents in California community colleges. Following introductory materials, eight principles of collaborative agreements are presented related to roles of key participants and decision-making processes. The duality of roles of senates and bargaining agencies in shared governance is then discussed, highlighting specific legislation establishing governance roles, and spheres of responsibility are examined for academic senates in academic and professional matters, bargaining agents in contractual matters, and the board of trustees in administrative decisions. Next, descriptions are provided of the role of governance councils, or oversight bodies utilized in shared governance and composed of representatives from the administration, senate, bargaining agent, and other constituents, and of the roles of district and college committees. Finally, the consultation process between bargaining agents and academic senates required by the state Education Code is described related to tenure evaluation of newly hired faculty, evaluation of tenured faculty, faculty service areas, minimum qualifications and equivalency, and hiring criteria and processes. Appendixes include a summary of shared governance in the community colleges and a sample shared governance agreement between the El Camino Academic Senate and the Federation of Teachers. (TGI)

ED 395 629 JC 960 380

Faculty Participation in Accreditation.
PUB DATE- 96
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Accreditation (Institutions); *College Governing Councils; College Planning; Community Colleges; Educational Administration; Educational Quality; *Faculty College Relationship; *Institutional Evaluation; *Self Evaluation (Groups); *Teacher Role; Two Year Colleges
IDENTIFIERS- *California Community Colleges

The California Community Colleges are accredited by the Western Association of Schools and Colleges (WASC), a non-governmental organization providing the public with a means of recognizing institutions that meet established standards of good practice. Accreditation is carried out by visiting teams, composed of staff and governing board members from WASC-accredited institutions. The team evaluation begins with a reading of the institution's catalog, class schedule, and self-study report, which should provide information on institutional mission and integrity, educational programs, and student support systems. Strong faculty leadership in the entire accreditation process is important since faculty are most directly responsible for the delivery of education and support services to students. In addition, faculty can help strengthen the accreditation process by becoming involved in and writing the college's self-study report and should be vitally involved in the team visit. Finally, the local academic senate should fully participate in reviewing and acting on the recommendations in the visiting team's report. An accreditation guide by the WASC's Accrediting Commission for Community and Junior Colleges is appended. (TGI)

(150)
DESCRIPTORS- *College Administration; Community Colleges; Educational Planning; Educational Policy; *Governance; *Governing Boards; Multicampus Districts; *Participative Decision Making; *Policy Formation; *School Community Relationship; Two Year Colleges
IDENTIFIERS- *Maricopa County Community College District AZ

The governing board of Arizona's Maricopa County Community College District (MCCCD) has developed a strategic conversations format to ensure interaction with the college community and continuous quality improvement in the governance process. The use of strategic conversations facilitates communication with the community to help understand issues facing the MCCCD and inform governing board decision-making. Strategic conversations are publicized as informal meetings of the college and external communities, in which everyone is encouraged to participate. Meeting topics are decided in advance by the governing board, generally after an electronic mail survey of the District. A brief presentation is made at the beginning of the strategic conversation and facilitators assist in guiding the discussion, which usually takes place in small, break-out groups. The use of strategic conversations has resulted in new institutional diversity policies; a new vision statement; a revised statement of mission, values, and goals; and a climate of open communication and inclusiveness at the MCCCD. Improvements in the strategic conversation process that have been made since its implementation include open seating during the meetings and flexibility in the format. A list of 10 positive results from and 6 barriers to implementing the strategic conversations format is appended. (TGI)

ED 395 647   JC 960 402

Johnson, Don R.
Industry Work Experience Leave for Faculty.
PUB DATE- 2 Feb 96
NOTE- 6p.; Paper presented at the Annual Conference on Workforce Training of the League for Innovation in the Community College (4th, Orlando, FL, January 31-February 3, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Faculty; Community Colleges; *Education Work Relationship; *Faculty Development; Faculty Workload; *Leaves of Absence; *Professional Training; Program Costs; *Released Time; Teacher Improvement; Two Year Colleges

Working leaves for faculty in two-year diploma programs provide colleges with more experienced and current faculty, provide industry with new employees or consultants with fresh ideas, and present faculty with opportunities to use up-to-date technologies and methodologies and share those experiences with students. At the University College of the Cariboo, in British Columbia, a faculty member in the Computing Information Systems diploma program arranged a work leave in spring 1995, although no formal program existed at the college. First, the instructor contacted area firms employing large numbers of Information Systems workers, receiving offers from two firms, and received approval from the college for a 1-semester leave at 50% pay. The leave was then arranged with a large supplier of wood and paper products, with the firm covering the remaining 50% of the instructor's salary. The instructor spent the first 8 weeks of the leave researching and documenting the company's existing judge whether an element has been put into practice. The guide concludes with a glossary and a guide for partnerships that provides general information on how partnerships can form and use the framework to further continuity efforts. Each section of the guide contains references. (TJQ)

ED 395 665 PS 024 151

Eskesen, Karin
The Environment Is the Child's Condition.
PUB DATE- Oct 95
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Active Learning; Child Development; *Classroom Environment; Documentation; *Educational Environment; Foreign Countries; *Parent Participation; Partnerships in Education; Preschool Education; Schools; *Student Participation; Student Projects
IDENTIFIERS- *Piaget (Jean); *Reggio Emilia Approach; Royal Danish School of Educ Studies (Denmark)

Drawing upon the philosophy of several educational theorists and several educational approaches, this paper discusses the educational environment of Danish schools and preschools. Given the significant number of hours that children spend in schools, the importance of methods employed by the schools for the care and education of children is emphasized, in addition to close cooperation with parents. Noting that Piaget saw children as active creators, the significance of designing classrooms as flexible environments which encourage an active educational process is discussed. In agreement with the Reggio Emilia educational approach, which demands a constant analysis of pedagogical practice, documentation and its display in the form of themes and project structures to children, parents, and staff is stressed. The importance of seeking to discover the vast potentialities of every child and of providing a classroom environment that makes participation and communication possible is discussed. Guided by pedagogical and psychological insight, the partnership between teachers, parents, and architects in reconstructing a preschool is described. Teachers' experiences in restructuring the preschool are shared. (BAC)

ED 395 666 PS 024 191

Hamburg, David A.
A Developmental Strategy To Prevent Lifelong Damage.
PUB DATE- 95
NOTE- 18p.; Reprinted from the 1995 Carnegie Corporation of New York Annual Report.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adolescents; Change Strategies; Child Development; *Child Health; *Child Rearing; Children; *Child Welfare; *Corporate Support; Day Care; Early Childhood Education; *Early Intervention; Elementary Secondary Education; Family (Sociological Unit); *Health Promotion; Health Services; Prevention; Public Agencies; Social Agencies; Social Services
IDENTIFIERS- *Carnegie Corporation of New York; Developmentally Appropriate Programs

This report provides an overview of initiatives of the Carnegie

Resolution"; (5) "Relating to Others," including information and activities on peer relationships and how to make and keep friends; and (6) "Your Community," promoting community awareness of social agencies, businesses, and local government. Units 2-5 include a section entitled "Words for Discussion" to help students personalize and define terms. Contains 24 references. (BGC)

ED 395 685   PS 024 237

Kentucky's Learning Goals and Academic Expectations: What Kentucky High School Graduates Should Know and Be Able To Do as They Exit Public Schools.
PUB DATE- Jul 94
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Basic Skills; *Educational Objectives; Elementary Secondary Education; Evaluation Criteria; High Schools; *High School Students; Measurement Objectives; *Outcomes of Education; Performance; Skill Analysis; Skills; *Standards; *Student Educational Objectives; *Student Evaluation
IDENTIFIERS- Goal Based Education; *Kentucky; Kentucky State Department of Education

The Kentucky Education Reform Act established learning standards that were higher than those of previous educational systems. The main gauge for assessing how well students measure up to these standards is a statewide system that evaluates what students know and can do. In 1991, the Kentucky State Board for Elementary and Secondary Education adopted a set of milestones for incorporation into instruction, measurable by the assessment system. To clarify these goals in response to requests from parents, educators, legislators, and others, the outcomes were restated as academic expectations, using easily understood language. This document contains the recommended, measurable academic expectations for what Kentucky high school graduates must know and be able to do as they exit public schools. Six goals are detailed. Students shall: (1) be able to use basic communication and mathematics skills for purposes and situations they will encounter throughout their lives; (2) develop their abilities to apply core concepts and principles from all content area subjects as well as practical living studies and vocational studies to what they will encounter throughout their lives; (3) develop their abilities to become self-sufficient individuals; (4) develop their abilities to become responsible members of a family, work group, or community, including demonstrating effectiveness in community service; (5) develop their abilities to think and solve problems in school situations and a variety of life situations; and (6) develop their abilities to connect and integrate experiences and new knowledge from all subject matter fields with previous learning and build on past learning to acquire new information through various sources. (BGC)

ED 395 686   PS 024 240

Phillips, Deborah A., Ed.; Cabrera, Natasha J., Ed.
Beyond the Blueprint: Directions for Research on Head Start's Families.
SPONS. AGENCY- Administration for Children, Youth, and Families (DHHS), Washington, D.C.; Ford Foundation, New York, N.Y.
PUB DATE- 96

EDRS Price- MF01/PC12 Plus Postage.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Accounting; *Automation; Computer Mediated Communication; Computer Oriented Programs; Computers; Computer Software; *Computer Software Selection; Electronic Mail; Information Dissemination; Preschool Education; Purchasing; *Technological Advancement; Technology; *Technology Education; Training; Word Processing
IDENTIFIERS- Computerized Accounting; *Project Head Start

The task for the National Data Management Project is to share technological capabilities with the Head Start Community in order to implement improved services for children and families involved in Head Start. Many Head Start programs have incorporated technology into their programs, including word processing, database management systems, telecommunications, and the National Head Start Bulletin Board System (NHS-BBS). This manual provides information on the capabilities of these technologies to assist Head Start programs as they use computer technology to manage programs, write grants, communicate, and introduce computers to the children in their programs. The chapters in the manual are: (1) "Head Start Computer Software Guide," comparing nine Head Start-specific software packages on a matrix using Head Start requirements; (2) "High(er) Technology for Head Start"; (3) "Fund-Accounting Software Review," reviewing three fund-accounting software systems; (4) "Planning for Automation"; (5) "An Accounting Software Buyer's Guide"; (6) "The Role of the Head Start Director," describing leadership skills necessary to implement computerization; and (7) "Using Computers in Head Start Classrooms," including information on software selection. Most of the chapters contain references. (BGC)

ED 395 704 PS 024 295

A Guide for Providing Social Services in Head Start.
PUB DATE- 92
NOTE- 40p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Child Rearing; Community; Community Programs; Community Resources; Family (Sociological Unit); Family Involvement; *Family Life; *Family Programs; Needs Assessment; *Outreach Programs; Parent Participation; Planning; Preschool Education; Recordkeeping; Recruitment; *Social Services
IDENTIFIERS- *Project Head Start

The social services component of Head Start links family, Head Start, and the community. This document addresses components of Head Start, providing Head Start staff who have social services responsibility with a guide to the provision of services to families. The chapters in the guide are: (1) "Overview of Head Start," including its origins, assumptions, growth, and major components of education, health, parent involvement, and social services; (2) "Social Services in Head Start," detailing philosophy, objectives, and functions; (3) "Social Services Staff: Roles and Relationships"; (4) "The Social Service Process"; (5) "Outreach, Recruitment, and Enrollment"; (6) "Family Needs Assessment"; (7) "Providing Services to Meet course out of field; (2) greater percentages of teachers in private high schools taught out of field in mathematics, science, social studies, and English than did their counterparts in public high schools; (3) public and private high schools with the lowest enrollments had greater percentages of teachers teaching out of field than did the largest schools; (4) public high schools with 50 percent or more students receiving free or reduced-price lunches had higher levels of out-of-field teaching in selected subjects than did schools with less than 20 percent of these students. Results indicate that out-of-field teaching in core subjects is common in both public and private U.S. high schools, but is not due to lack of basic training on the part of teachers. Additional analyses of SASS data are needed to examine the recruitment and hiring practices and conditions of schools with high versus low rates of out-of-field teaching. (HTH)

ED 395 721 PS 024 394

Rossi, Robert; And Others
Extended-Day Programs in Elementary and Combined Schools. Issue Brief.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- Apr 96
NOTE- 3p.; Based on "1990-91 Schools and Staffing Survey," see ED 359 225.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Numerical/Quantitative Data (110)
DESCRIPTORS- After School Programs; Ancillary School Services; Economic Factors; Elementary Education; *Elementary Schools; Employed Parents; *Extended School Day; Latchkey Children; *School Age Day Care
IDENTIFIERS- *Availability (Programs and Services); Child Care Needs

Extended-day education programs may serve a variety of purposes for children and their parents, from providing a safe recreation environment to academic enrichment, but the most often-cited purpose of these programs is providing adult supervision of children. The increased labor force participation of mothers with young children--married or single--is expected to affect the need for out-of-home care for school age children. Data from the 1987-88 and 1990-91 Schools and Staffing Survey (SASS)--conducted by the National Center for Education Statistics to collect information on school programs--were examined to determine the percentages of both elementary and combined schools (schools that include grades higher than eighth and lower than seventh) that reported having extended-day programs and the corresponding percentages of students participating in them. Results indicated that from 1987-88 to 1990-91: (1) the percentage of schools offering extended-day programs increased, and in both years, these programs were found more often in private schools than in public schools; (2) rural schools reported less availability of extended-day programs than urban schools; (3) extended-day programs were more available and had higher participation rates in public and private schools where 50 percent or more of the students enrolled were minorities than in schools where fewer than 20 percent of the enrolled students were minorities. Additional analyses of SASS data are needed to determine the effect of school size on provision of extended-day programs, and the availability of such programs in schools serving large

DESCRIPTORS- Adolescent Literature; Agricultural Laborers; *Child Labor; Elementary Secondary Education; *Family Life; Farm Labor; Mexican American Education; *Mexican Americans; *Migrant Children; Migrant Education; Migrant Housing; *Migrant Workers
IDENTIFIERS- *Colonias; *Rio Grande Valley; Texas

Ricky is an 11-year-old migrant worker. During the summer, he travels with his family from their home in Rio Grande City, Texas, to farms farther north. There they spend 10-12 hours a day in the hot sun picking fruit and vegetables and packing the harvest for market. Ricky is not protected by the federal laws that govern the hours, wages, and working conditions of others. At age 11, he can work legally for more than 40 hours a week, even during the school year. He may pick produce in places where he is exposed to dangerous chemicals and pesticides. Despite the hardships of manual labor, Ricky feels fortunate. His father has a steady job in Chicago during the winter months and sends money home so that his family can stay in Rio Grande City during the school year. Ricky attends Ringgold Elementary School, where the principal, Chon Garza, believes that if children are educated, their dreams of a better life can come true. Included are a profile of Cesar Chavez (1927-1993), a migrant who organized the first union for agricultural workers; profiles of other young migrant workers in fifth and sixth grade; facts about children who work as migrants and about the United Farm Workers of America; many photographs; a glossary; and an index. (Author/TD)

ED 395 738   RC 020 599

Stewards of the Sacred: School Boarding So That All Children Will Learn. A Common Sense Manual for Boards and Administrators.
PUB DATE- 94
NOTE- 45p.; Contains some pages printed on colored paper.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Administrator Role; *Administrators; Alaska Natives; *American Indian Education; American Indians; Board Administrator Relationship; *Board of Education Role; Boards of Education; *Educational Administration; *Educational Finance; Educational Objectives; Educational Policy; Elementary Secondary Education; Policy Formation; *School Effectiveness; Self Determination; Tribally Controlled Education

This manual provides guidelines on the roles and responsibilities of boards of education and administrators in creating effective schools for American Indian students. Mission statements from both the Bureau of Indian Affairs Office of Indian Education Programs and the Association of Community Tribal Schools reflect a shared goal of ensuring educational opportunities for American Indians that consider the spiritual, mental, physical, and cultural aspects of the individual. Following a list of do's and don'ts for school boards, specific roles and responsibilities of boards of education are described, including modeling the culture and values, propagating the mission and establishing direction, ensuring adequate financing and seeing that money is spent responsibly, guarding legitimacy by regularly reviewing pertinent information and documents, keeping the board and the community in touch with each other, resolving problems and grievances in a win-win way, consistently advocating quality education, and hiring and retaining excellent administrators. The manual also addresses:

Developing Learning Episodes.
SPONS. AGENCY- Ohio State Environmental Protection Agency, Columbus.
PUB DATE- 94
NOTE- 172p.; American Electric Power and Columbia Southern Power/Ohio Power and the John T. Huston-John D. Brumbaugh Nature Center at Mount Union College also particiated in this project.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Curriculum Development; *Educational Objectives; Elementary Secondary Education; *Environmental Education; Integrated Curriculum; *Interdisciplinary Approach; Science Curriculum; Science Education

Education is in the midst of a major effort to restructure its programs so learners will be prepared for the dramatic global changes which continue to occur at accelerating rates. This document, which focuses on environmental education, serves as a vehicle to model a multi-dimensional approach: reflecting a broad range of instructional objectives, thematic organizations, and interdisciplinary approaches. The first section, "The Big Picture: Building Blocks and Models," discusses the goals for environmental education and science education. It identifies key elements that comprise the content of curriculum and suggests a range of ways to organize the curriculum. The second section, "Getting Started: Sample Learning Episodes," contains examples illustrating how existing curriculum materials can be modified to include more of the ideas discussed in the first part. Some model a specific educational strategy, technique, or approach, while others depict multi-dimensional learning opportunities. The third section, "Branching Out: Developing Your Own Learning Episodes," provides general guidelines for developing learning episodes and suggests different approaches to use as starting points. The appendices include an outline of the science model; guidelines for environmental education activities; an overview of learning episodes; ninth grade proficiency outcomes; helpful lists, samples, and tips; curriculum resources and teaching and learning resources; and blank forms for models and webs. Contains 14 references. (MKR)

ED 395 756 SE 056 095

Dirkes, M. Ann
Writing Activities To Develop Mathematical Thinking.
PUB DATE- 90
NOTE- 90p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Concept Formation; *Elementary School Mathematics; Elementary Secondary Education; Gifted; Learning Activities; Mathematics Education; *Mathematics Instruction; *Metacognition; *Problem Solving; Programmed Instruction; *Teacher Developed Materials
IDENTIFIERS- *Mathematics Activities

Since teachers are the most familiar with the students they meet and with their own classroom opportunities, they are in the best position to design instruction for specific groups. This manual is a guide for creating activities for gifted and other

Exploration" (Benshun Xu and Jiying Li); (16) "Mathematical Problem Solving" (Yoshihiko Hashimoto); (17) "On the Problem Solving Teaching Pattern in China" (Xiaoming Yuan); (18) "High Achievement Versus Rigidity: Japanese Students' Thinking on Division of Fractions" (Yoshinori Shimizu); (19) "Revision of the Course of Study for Student Guidance in High Schools" (Azuma Nagano); (20) "Computer Literacy in Japanese High School Mathematics: Compare the Present-Day Mathematics Textbook with the Revised Math Textbook" (Isamu Kikuchi); (21) "On School Mathematics Curriculum Design" (Ersheng Ding); (22) "A Survey of Doing Sums on a Mental Abacus" (Dexiang Tang); and (23) "The Mathematics Olympiad and Mathematics Education in Qingdao, China" (Guoqing Guo). (JRH)

ED 395 777 SE 058 211

Ruskus, Joan; Luczak, John
Best Practice in Action: A Descriptive Analysis of Exemplary Teacher Enhancement Institutes in Science and Technology.
SPONS. AGENCY- National Science Foundation, Arlington, VA. Directorate for Education and Human Resources.
PUB DATE- Nov 95
NOTE- 57p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Reports - Research/Technical (143)
DESCRIPTORS- Elementary Secondary Education; *Professional Development; *Science Programs; *Science Teachers; Teacher Education; Technology

The purpose of this study was to describe what federally funded teacher enhancement looks like at its best and to determine whether best practice can be recognized as such by professionals in the field. Narrative descriptions of programs were analyzed for strength of evidence supporting key elements of best practice. Other data collection methods included surveys, telephone interviews with participants, analysis of teacher logs, and in-depth case studies. Four key elements of best practice were articulated: instructional approach, immersion in science, systemic approach, and follow-up. Three themes that ran consistently through the best institutes were: a thematic approach, supportive infrastructure, and sophisticated use of evaluation data. This study indicated that teacher enhancement provided by the federal agencies included in the study has much to offer teachers as individual professionals and much to contribute to educational reform efforts. As a group, the institutes promoted and modeled a hands-on/minds-on, constructivist approach to instruction, immersed teachers in the practice of science, and facilitated transfer of learning with follow-up support throughout the school year. Institute profiles, characteristics of participants, characteristics of institutes, coding methodology, and best-practice rating of individual institutes are included in five appendices. (JRH)

ED 395 778 SE 058 220

Jasmine, Grace; Jasmine, Julia
Activities for Science: Cooperative Learning Lessons (Challenging).
PUB DATE- 96
NOTE- 144p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.

pupils completed assessments. The written survey involved 2,633 students at P4, 2,563 at P7, and 4,007 at S2. About half took part in the survey of performances on practical mathematics. This survey provided information on current performance of written and practical mathematics at Primary 4, Primary 7, and Secondary 2, with detailed analyses within the categories of information handling, number, money and measurement, shape, position and movement, and problem solving; comparisons between stages on written and practical tasks; comparison of the performance of boys and girls at each stage; comparison of performance in 1994 with findings from the 1991 and 1988 surveys; and performance in relation to levels of Scottish National Guidelines: Mathematics 5-14. Each school participating in the survey completed a questionnaire that included questions on time spent on mathematics, resources and support for teaching, quantity of mathematics homework, computer and calculator usage, etc. (MKR)

ED 395 799   SE 058 399

Ediger, Marlow
Reading Achievement in Mathematics.
PUB DATE- 96
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Content Area Reading; *Content Area Writing; Elementary Secondary Education; *Mathematics Instruction; *Reading Comprehension

This paper discusses reading achievement in mathematics. Suggestions for improving the reading level of students in mathematics, as well as for reading abstract symbols, are given, including: assisting students in developing a mathematics glossary, having students write their own problems, diagnosing reading and writing, having students keep diaries, having students read and write mathematics test items, reading to solve word problems, and using computers in mathematics class. (MKR)

ED 395 800   SE 058 405

Cross, Susan; Willis, Patrick
Watersheds, Wetlands, Forests, Streams: Learning Opportunities Next Door Linking Schools with Natural Resource Areas.
SPONS. AGENCY- Fish and Wildlife Service (Dept. of Interior), Washington, D.C.; Oregon Governor's Watershed Enhancement Board, Salem.; Oregon State Dept. of Fish and Wildlife, Salem.
PUB DATE- 94
NOTE- 43p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Elementary Education; *Environmental Education; Hands on Science; *Natural Resources; Outdoor Activities; Science Projects; *Water Resources; *Wetlands

Almost every school in the United States has natural areas nearby that are often overlooked as learning sites. The intent of this document is to provide educators with a platform to begin natural resource programming at sites near their school.

Educational Research Association (New York, NY, April, 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Constructivism (Learning); Cooperative Learning; *Educational Games; Elementary Education; Group Dynamics; *Problem Solving; *Science Activities; *Science Projects; Teaching Methods

One of the most pressing issues in education is the importance of creating learning contexts and communities that are based on children's thinking in science and enhancing their understanding of pertinent concepts. In this research study, fifth grade students (N=20) were asked to design a game teaching younger students about the ocean environment. The games developed by the students were examined along with the electronic interactions among the game designers and the classroom consultants who were a group of more experienced students in the same school. The analyses of the games showed that there was a strong connection between the content integration and the science-oriented theme of the game. The analyses of the electronic interactions indicated that students made early decisions about where to focus their discussions and initial attempts to discuss science content were redirected to focus on programming issues. The effect of the game programming context and the high level of creative control accorded to students on the type of science content integrated into their games and the nature of their electronic interactions is discussed. It was concluded that this project-based learning environment heightened motivation and commitment. Contains 32 references. (JRH)

ED 395 820 SE 058 463

Scholz, Janet M.
Professional Development for Mid-level Mathematics.
PUB DATE- Apr 95
NOTE- 20p.; Paper presented at the Annual Meeting of the American Educational Research Association (San Francisco, CA, April, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Inservice Teacher Education; Intermediate Grades; Junior High Schools; *Knowledge Base for Teaching; *Mathematics Teachers; Middle Schools; *Teaching Methods
IDENTIFIERS- *Pedagogical Content Knowledge; *Subject Content Knowledge; Teacher Change

The purpose of this investigation was to identify the changes in (n=8) inservice teachers' conceptions or knowledge structures of mathematics and subject specific pedagogy as the teachers participated in a two-year pilot professional development program and began teaching middle school mathematics. Data collection consisted of a questionnaire, interviews, and a unit work sample. Teachers in the study had not previously taught secondary mathematics. Results showed that teachers' own experiences in learning mathematics indicated these inservice teachers had been taught mathematics in the early grades by worksheets, drill and practice, memorization, and flash cards. Although participants reported feeling more confident and able to present mathematics to students using a variety of approaches, several statements and videotapes of their teaching presented conflicting views. The conceptions/knowledge structures of the teachers regarding mathematics teaching did

PANOTation along with traditional notation. (JAG)

ED 395 841 SO 025 488

Annotated Videography. Part 3. Revised .
PUB DATE- 94
NOTE- 23p.; For related items, see SO 025 470-471.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Reference Materials - Bibliographies (131)
DESCRIPTORS- Adult Education; Annotated Bibliographies; Art Education; Art History; Culture; Ethnography; *Government Role; *History; *Jews; Language Arts; Middle Schools; *Multicultural Education; *Racial Bias; Secondary Education; Social Studies; United States History; Videotape Cassettes; Visual Arts; World History; World Problems
IDENTIFIERS- *Holocaust

This annotated videography has been designed to identify videotapes addressing Holocaust history that have been used effectively in classrooms and are available readily to most communities. The guide is divided into 15 topical categories, including: life before the Holocaust; perpetrators; propaganda; racism; antisemitism; mosaic of victims; ghettos; camps; resistance; rescue; American and international responses; liberation; post-Holocaust; related films; and U.S. Holocaust Memorial Museum. The topics generally are arranged in chronological order. Each annotation is accompanied by two further descriptors that categorize the film as documentary, survivor testimony, docu-drama, animation, or drama, and color or black and white. An index to all annotated videos by title and subject is at the end of the pamphlet. (DQE)

ED 395 842 SO 025 497

Gentile, Nancy
The Ethnic Heritage Studies Act Curriculum Materials Guide.
SPONS. AGENCY- William Penn Foundation, Philadelphia, PA.
PUB DATE- 94
NOTE- 141p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Directories/Catalogs (132),Reports - Descriptive (Program/Project Descriptions) (141),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- College Curriculum; Elementary Secondary Education; *Ethnic Studies; Higher Education; *Instructional Materials; *Multicultural Education; Social Studies
IDENTIFIERS- *Ethnic Heritage Studies Program

This directory describes curriculum materials that were created between 1974 and 1980 under Title IX of the federal government's Ethnic Heritage Studies Act. The federal act funded development of curriculum materials that introduced and supported ethnic studies in public school and college curricula. Projects were developed throughout the country and were collected initially by the Social Science Education Consortium at Boulder, Colorado. There were over 2,000 reports, print and audiovisual materials, instruction kits, and scholarly monographs covering more than 65 different ethnic groups in this collection. In 1983 the collection was

This paper attempts to clarify: (1) the need to educate citizens to cope with contemporary global challenges and (2) the purpose of history and to examine the way to organize history in the global age. The document suggests that the purpose of world history and national history is to enable students to develop a global perspective and that world history should be viewed in all its aspects from a global perspective. The paper contends that the goal of history teaching must change from the focus of U.S. citizenship to that of world citizen. The text is divided into six parts: (1) "Introduction"; (2) "The Age of Global Interdependence"; (3) "Citizen Education in the Global Age"; (4) "Global Perspective in History"; (5) "History for Global Perspective"; and (6) "Conclusion." (EH)

ED 395 863 SO 026 026

Will, Anne M.
To See the Other as Other: Thoughts on the Teaching of Religion.
PUB DATE- Nov 95
NOTE- 24p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Cross Cultural Studies; *Cultural Awareness; *Cultural Context; Ethnocentrism; *Multicultural Education; *Philosophy; Religion; *Religious Education

This paper addresses the question of how can teachers promote an interreligious dialogue at a "grassroots" level. The document suggests teaching about another religion, such as Buddhism, as a belief system while deepening the students' understanding of their own religious traditions. After expressing concerns that the issues may be too complex and only serve to reinforce stereotypes about both religions or that the concepts addressed may be too elusive for the audience, Milton J. Bennett's developmental model for intercultural sensitivity is presented. In a lesson envisioned for a 200-level Humanities course, the Buddhist concept of self is contrasted with the Christian concept of self. The ways in which religions choose to image the human self carry enormous cultural implications yet should create opportunities for greater insights on the human condition as students grapple with these difficult questions. (EH)

ED 395 864 SO 026 028

Craig, Ann Armstrong
The Refugee Experience: Teaching Guide, Study Maps, Student Handouts.
SPONS. AGENCY- Pew Charitable Trusts, Philadelphia, PA.
PUB DATE- 94
NOTE- 82p.; Accompanying videotape available from the Women's Commission for Refugee Women and Children (not available from EDRS).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Area Studies; *Children; *Civil Liberties; *Conflict; *Females; Foreign Nationals; Immigrants; International Crimes; International Law; *Refugees; Relocation; Safety; Secondary Education; Social Studies; Violence; *War;

*Citizenship Education; *Citizenship Responsibility; Civics; *Community Change; Community Involvement; Democratic Values; Elementary Secondary Education; Instructional Materials; Law Related Education; Learning Activities; Social Change; *Social Problems; Social Studies; Social Values; Teaching Methods; Thinking Skills

IDENTIFIERS- Close Up Program

The teaching guide and the videotape it complements are designed to help students define and discuss civic responsibilities. The thirty-two minute videotape takes a case-study approach toward understanding civic responsibility. The video identifies some of the attitudes and feelings people have towards problems in American society and then gives examples of ways to address concerns in the community. It shows five positive examples of people participating in American democracy. Each of the five stories shows how one individual identified a problem in his or her community, decided to address the problem, and by using his or her own resources, successfully made an impact on the community and even the country. The teacher's guide is composed of four activities, each of which emphasizes a different aspect of civic responsibility. The activities are: (1) "What is Civic Responsibility?" (2) "Social Movements in the United States"; (3) "Citizen Stories"; and (4) "Community Service." The activities involve either class discussions or small-group work. Student handouts are provided. The active learning approach encourages students to go beyond recognition or knowledge of facts to begin analyzing, synthesizing, and evaluating the issues and concepts being studied. (LH)

ED 395 885 SO 026 423

Tschoumy, Jacques-Andre

Montee en Puissance d'une Europe des Citoyennetes Composees (The Coming into Force of a Europe of Compound Citizenships).

PUB DATE- Jan 93

NOTE- 30p.

LANGUAGE- French

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- Change; *Citizen Participation; *Citizen Role; *Citizenship; *Citizenship Education; *Comparative Education; *Educational Policy; Foreign Countries; Global Education; International Cooperation; *Regional Cooperation; Youth

IDENTIFIERS- Europe; Switzerland

This report examines the changes occurring in French speaking Switzerland as represented by the nearly 30 Children's Parliaments that have emerged in the past few months. Specialists agree that European societies are experiencing a period of decomposition/recomposition, a political and cultural process that will lead to a social Renaissance of unknown proportions. Previously, citizenship was a simple process. The new citizenship will change from the state domains to the infra-state and supra-state levels, and will feature new compound citizenships that are more socially appropriate for mobile young people. Citizenships will be defined by space and no longer by territories. Basic questions emerge: (1) Will education for citizenship contribute to the development of compound citizenships in Europe?; and (2) What education is needed for compound citizenships? (EH)

ED 395 886 SO 026 424

Yamaguchi, Yoji

in the spring. Participants must have an ESL/EFL degree and have taught ESL/EFL for at least 2 years. A questionnaire is distributed at the beginning of the workshop to survey the general expectations and objectives of each participant in order to target the workshop to group needs. General objectives include identifying strategies used by students in ESL/EFL reading classes, familiarization with interactive models of the theories of reading in ESL, establishing the connection between the interactive models and actual reading strategies used in their classrooms, selecting reading materials based on these interactive models of reading, and adopting instructional strategies that promote reading strategies based on these interactive models. Workshop materials include multilingual handouts, texts, articles, and tape recordings of think-aloud protocols. Assessment is on-going: participants must maintain a journal, and a questionnaire is administered a month after the workshop as a follow-up. Session-by-session workshop lesson content plans and all handouts are included. (Contains 22 references.) (NAV)

ED 395 904　　　　SP 036 703

Edwards, Peter; And Others
Disadvantaged Rural Students: Five Models of School-University Collaboration.
PUB DATE- Feb 96
NOTE- 21p.; Paper presented at the Annual Meeting of the Association of Teacher Educators (76th, St. Louis, MO, February 24-28, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- American Indian Education; American Indians; Colleges; *College School Cooperation; *Disadvantaged Youth; Elementary Secondary Education; Higher Education; Mathematics Teachers; Minority Group Children; Models; *Nontraditional Students; *Partnerships in Education; *Rural Schools; Science Teachers; Teacher Education Programs
IDENTIFIERS- *Academic Support Services; Central Washington University; Diversity (Student); Heritage College WA; Jacksonville State University AL; Native Americans; Saginaw Valley State University MI; State University of New York Coll at Plattsburgh; Yakima Valley Community College WA

This paper describes five models of school-university collaboration designed to maximize academic achievement opportunities for disadvantaged rural students. Project SHAPE (School and Homes As Partners in Education) at the State University of New York (SUNY) at Plattsburgh is an extended school day program established in partnership with Plattsburgh public schools, parents, community, and university. The Yakima Valley Collaborative Program involves three institutions: Yakima Valley Community College, Heritage College, and Central Washington University. It is designed to meet the needs of older or minority students unable to leave jobs, families, and other responsibilities to travel to the college campus. The Center for Individualized Instruction (CII) at Jacksonville State University (Alabama) is a multi-disciplinary academic support center serving both undergraduate and graduate students. The CII provides computer based instruction, special classes in basic skills, and peer tutoring in core curriculum subjects. The Systemic Teacher Excellence Preparation Project (STEP) at Montana State University is a 5-year project funded by the National Science Foundation to improve the training of K-

Primary and Secondary Level" pilot project. The report presents an overview of the various aspects of the project and outlines the results of the experimental phase in which 40 teachers representing 16 European countries conducted civics education projects. Among the results were: significant changes in the organization of civics education and in teacher/pupil skills, changes in curricula, improved arrangements for pupil cooperation and pupil participation, and incorporation of the intercultural dimension into curricula and school life. Based on these results, symposium participants agreed that the project should be continued and broadened. The report then describes strategies for interculturally-oriented civics teaching. Participants noted that though civics teaching is not given priority in education policy, civics education is part of a blueprint for society, reflecting a dimension inherent in all human societies, and involving the interaction between several educational environments. Several aspects of an overall strategy are described, including aims (respect, commentaries, co-operation, diversity); principles; levels and spheres of action; parties and institutions involved; process and content; and methods and means. Constraints on civic education are mentioned, including the degradation of public life, the alienation of young people, political manipulation, bureaucratization of teaching, and cooperation between schools and local social and local political institutions. The report concludes with 12 conclusions and recommendations resulting from the symposium. Three appendices contain the reports of the three working groups, the symposium program, and a list of participants. (ND)

ED 395 921 SP 036 755

Kelchtermans, Geert; Vandenberghe, Roland
Becoming Political: A Dimension in Teachers' Professional Development. A Micropolitical Analysis of Teachers' Professional Biographies.
PUB DATE- 96
NOTE- 18p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Research/Technical (143)
DESCRIPTORS- Careers; Case Studies; Elementary Education; *Elementary School Teachers; Foreign Countries; Higher Education; Personal Narratives; Political Influences; *Politics of Education; *Power Structure; *Professional Development; *Quality of Working Life; *School Culture; Teaching (Occupation); Teaching Conditions

This study examined 10 elementary school teachers' narratives of their teaching experiences to determine the political aspects of that development, particularly the processes of control, power, dominance, conflict and ideology that interacted with the teacher's developing sense of the working conditions necessary for proper job performance. Data were collected using cumulative biographical interviews, participant observation in classrooms, and document analysis. Through different cycles of interpretive close reading, fragments in the career stories with political relevance were analyzed. The resulting data were compared to develop a categorization of the interests in terms of working conditions and a conceptual scheme to unravel the political meaning of the professional biographies. Professional interests that teachers worked for in their professional

NOTE- 62p.; Revision of a paper presented at a meeting organized by the Intercultural Development Research Association for the National Commission on Testing and Public Policy (San Antonio, TX, February 26, 1988).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Access to Education; College Bound Students; College Entrance Examinations; *College Preparation; College Students; Counseling; Course Selection (Students); Difficulty Level; Educational Research; Ethnic Groups; Grades (Scholastic); Higher Education; High School Students; *Hispanic Americans; *Item Bias; Language Proficiency; Parent Background; Performance Factors; *Predictive Validity; *Test Items; Test Results; Whites
IDENTIFIERS- *Hispanic American Students; *Scholastic Aptitude Test

This review of research studies focused on differences between Hispanic-American and White, non-Hispanic groups on the Scholastic Aptitude Test (SAT). Questions studied were the factors associated with ethnic group mean differences on the SAT; the types of item format or content found differentially easier or more difficult for Hispanics; the predictive validity of the SAT; and the adequacy of Hispanic students' test preparation. Data for the studies were from the 1987 College Board Profiles of College Bound Students and other College Board information. Mean differences between Hispanic and non-Hispanic White students were relatively large and were associated with differences in language background, parental education, high school grades, and type of academic courses taken. The numbers of items showing differential difficulty levels were small and not linked with differences in predictive validity. Overall, tests were slightly less accurate in predicting Hispanic students' success in college than for non-Hispanic Whites. The largest barrier to college access for Hispanic students may be inequity in the availability of guidance counseling. Although evidence concerning the adequacy of college admissions tests for Hispanic students is correlational, data do suggest room for improvement in both tests and test preparation. (Contains 4 tables and 46 references.) (SLD)

ED 395 941 TM 025 008

Secolsky, Charles
Accounting for Random Responding at the End of the Test in Assessing Speededness on the Test of English as a Foreign Language. TOEFL Research Reports, Report 30.
PUB DATE- Jan 89
NOTE- 36p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adults; *English (Second Language); *Language Tests; Pretests Posttests; Regression (Statistics); *Responses; *Scoring; *Test Items; Time Management
IDENTIFIERS- Randomization; *Speededness (Tests); *Test of English as a Foreign Language

The usual assessment of speededness for rights-only scored tests does not account for the possibility that examinees respond in a random or patterned fashion to the items at the end of the test as the time limit approaches. This study represented an

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Class Rank; *College Freshmen; Grade Point Average; Higher Education; *Predictive Validity; *Predictor Variables; Racial Differences; Regression (Statistics); Sex Differences; Student Characteristics; *Test Use
IDENTIFIERS- College Entrance Examination Board; Scholastic Aptitude Test; *Self Report Measures; *Student Descriptive Questionnaire

An initial study of the revised (1985) Student Descriptive Questionnaire (SDQ) of the College Board found it to be of sufficient accuracy to fulfill its intended purposes. This second phase examined the adequacy of the SDQ in terms of the predictive validity of its student academic self-report information against a criterion of first-year college achievement. Findings with 10,573 first-year students indicate that the validities are consonant with earlier study results using the original version of the SDQ, as well as with other similar self-report instruments used with college applicants. This was evident in the overall magnitudes of the validities obtained, the precision of prediction in multiple regression equations, and in differences between validities for school-reported and student-reported high school academic achievement (as grade point average and class rank). Results indicated a slight but consistent superiority for school-reported information. In multiple predictions based on either school- or student-reported information, apparent differences were found in the relative contributions of predictor variables (Scholastic Aptitude Test results and high school academic achievement); in the relative importance of the predictors for subgroups based on race, and to a lesser degree, on sex; and in differing roles for grade point average and class rank as predictors. (Contains 9 tables and 32 references.) (Author/SLD)

ED 395 962 TM 025 100

Longford, Nicholas T.
Classes of Multivariate Exponential and Multivariate Geometric Distributions Derived from Markov Processes. Program Statistics Research Technical Report No. 89-87.
PUB DATE- Apr 89
NOTE- 20p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Markov Processes; *Maximum Likelihood Statistics; *Multivariate Analysis; *Statistical Distributions
IDENTIFIERS- Exponents (Mathematics); *Time Series Analysis

A class of multivariate exponential distributions is defined as the distributions of occupancy times in upwards skip-free Markov processes in continuous time. These distributions are infinitely divisible, and the multivariate gamma class defined by convolutions and fractions is a substantial generalization of the class defined by N. L. Johnson and S. Kotz (1972). Parallel classes of multivariate geometric and multivariate negative binomial distributions are constructed from occupancy times in "instant" upwards skip-free Markov chains. Maximum likelihood estimation and time series applications are discussed. An appendix demonstrates the density of trivariate exponential distribution. (Contains 17 references.) (Author/SLD)

ED 395 963 TM 025 101

themselves, always have direct access to the instruments. Librarians should not only have the knowledge that various print and electronic database resources are available to gain needed information, but they should also have a strategy by which these sources can be searched in an expedient and thorough manner. This paper offers a search strategy that can be used with the materials commonly found in a large research or specialized test library. The search strategy is presented in a flow chart that suggests test bibliographies and reviews for published instruments and other sources for unpublished experimental measures. (Contains the flowchart and 48 references.) (Author/SLD)

ED 395 983 TM 025 146

Prohm, Bethany; Baenen, Nancy
Are WCPSS Multi-Track Elementary Schools Effective? E&R Report No. 96E.03.
PUB DATE- Jan 96
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; Attendance; Cost Effectiveness; Elementary Education; *Magnet Schools; *Parent Attitudes; Program Evaluation; School Choice; *School Effectiveness; *Teacher Attitudes; *Track System (Education); *Year Round Schools
IDENTIFIERS- *Wake County Public School System NC

The Wake County Public School System (WCPSS) (North Carolina) first introduced year-round education in 1989. By 1994, the program had expanded to seven elementary and middle schools. Of the seven current year-round schools, six have solely voluntary magnet enrollment and operate on a multi-track system. The other is a single-track year-round school defined by an attendance area, although parents can request a transfer in or out of the school. Evaluation of the voluntary, multi-track schools reported here has been based on academic achievement, student attendance, and staff and parent attitudes. Findings from 3 years of evaluation indicate that the voluntary, multi-track schools are at least as effective as schools on a traditional calendar, and that they appear to produce more positive student, staff, and parent outcomes in some areas. Student achievement at a multi-track school is generally above the WCPSS average and is at expected levels relative to similar students in other schools. Attendance at the multi-track schools is higher than the system average, and staff and parent attitudes are positive and higher than system elementary school averages. The data available indicate that creating more voluntary year-round magnet schools is a cost-effective way to serve more students. Two attachments present some responses of staff and parents to the evaluation surveys. (Contains nine figures.) (SLD)

ED 395 984 TM 025 147

Johnson, Janet L.; Donley, Jan
Magnet Schools Assistance Program 1993-95. Evaluation Report.
PUB DATE- Jan 96
NOTE- 68p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; Educational Objectives;

(Contains 1 figure, 6 tables, and 73 references.) (SLD)

ED 396 002 TM 025 337

Csete, Josephine M.
Needs Assessment: What Difference Does (and Can) It Make?
PUB DATE- Apr 96
NOTE- 33p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12, 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Agenda Setting; *Curriculum Development; *Educational Planning; Evaluation Methods; Medical Education; Models; *Needs Assessment; *Physicians; *Theory Practice Relationship

Needs assessment identifies "real world" problems to result in priorities for action. It is used for educational planning, but is inconsistently practiced and poorly researched. This paper describes how 14 novices conducted needs assessments and explains the outcomes. The research context was a year-long fellowship in medical education in which the 14 physicians conducted needs assessments in preparation for creating a medical curriculum. Twenty findings document: (1) activities conducted and sources contacted; (2) facilitating and hindering factors; (3) what participants learned about the process; and (4) changes to the product (curriculum) resulting from the needs assessment. The conceptual framework of C. Argyris and D. A. Schon for theories of action was used to derive four conclusions, which taken together, stress the ways in which theoretical and ideal needs assessments differ from "real world" needs assessment. The paper suggests methods practitioners across the professions can use to conduct needs assessments more effectively and efficiently. (Contains 7 tables and 32 references.) (Author/SLD)

ED 396 003 TM 025 343

Littlefield, John; Sarnoff, Ron
Rater Communication Goals in Performance Appraisals.
PUB DATE- Apr 96
NOTE- 7p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Communication (Thought Transfer); *Evaluation Methods; *Evaluators; *Lawyers; *Performance Based Assessment; Personnel Evaluation; *Rating Scales; Supervisors
IDENTIFIERS- *Goal Directed Behavior

Goal-directed performance appraisal (PA) theory includes four components: rating context, performance judgment, performance rating, and evaluation. This study focuses on the components of rating context and performance rating. For the study, the rating context was a large civil service organization that must produce documentation for attorney promotion decisions. Performance ratings were written documentation of the message a rater wished to convey to audiences who read the rating form. Whether the raters in this context communicated their PA judgments using the broad categories of attorney performance

3, 1995). Figures have small type that won't reproduce.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Agenda Setting; Boards of Education; Community Characteristics; *Educational Change; Elementary Secondary Education; Outcomes of Education; Policy Formation; Political Influences; Politics; Public Opinion; *School Districts; *Urban Schools
IDENTIFIERS- *Reform Efforts

The prominence of agenda items, the attendant controversy, and changes proposed in 5 areas of education reform were studied in 33 urban school districts during 1992 to 1995. Only a tiny fraction of the study of American politics has focused on school boards, their attendant bureaucracies, and the local political issues involved. This paper explored the school reform agenda of the early 1990s, asking what types of change were most prevalent, and whether issues forced each other off local agenda or bundled into cohesive education agenda. Whether variation in school reform efforts has been caused by community demands was also considered. The findings imply that education reforms have fared unevenly, with those that affect students directly being relatively more controversial and more subject to inter-district variation than those dealing with internal system affairs. School agendas proved to be much more elastic in capacity than those of electorates or national legislatures, in that issues tended to be considered en masse when they received attention. It also was shown that education reform was not accelerated by local dissatisfaction with schools, a finding that leaves open the question of what does explain reform efforts. This study is the first effort of what will eventually be a study of 57 urban districts. (Contains 8 figures, 7 tables, and 54 references.) (Author/SLD)

ED 396 021 UD 030 962

Schwartz, Wendy, Ed.
Preventing Youth Violence in Urban Schools: An Essay Collection. Urban Diversity Series No. 107.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Mar 96
NOTE- 85p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - General (020),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Administrators; Classroom Techniques; Disadvantaged Youth; *Educational Practices; Elementary Secondary Education; *Juvenile Gangs; *Prevention; School Safety; Social Problems; Social Services; *Urban Schools; Urban Youth; *Violence; Youth Programs
IDENTIFIERS- *Legal Rights

The three essays of this collection explore the prevention of violence in urban schools. The first, "Preventing Violence in Schools," by Mary Hatwood Futrell and Lee Etta Powell, focuses on how to prevent violence in schools and offers recommendations on what schools and communities can do. The factors contributing to school violence are numerous, complex, and mostly community-related. A number of strategies are available for addressing the problem from a classroom or schoolwide perspective, but others can be suggested for

Philadelphia Education Fund (Philadelphia, Pennsylvania) was prompted by the recognition that the same barriers to reform emerged repeatedly. Five of the evaluations examined change efforts aimed at whole schools or significant units within schools, and two examined reform projects with multiple components in middle schools. Two studies assessed the impact of district-wide professional development efforts in mathematics and science, and two additional evaluations examined the impact of curriculum development efforts by teachers. It is argued that the concept of social capital is fundamental to understanding why the same reform effort succeeds in some schools and not in others. Many factors explained the pattern of incomplete implementation of reforms. Among the most important, with the potential to make or break the project, were support from the principal, turnover of the principal, instability of the reform or professional development team, and teachers' work union rules. The isolation of school professional personnel undertaking reform stood out, and the prevalence of practices restricting the development of social capital was marked. An appendix lists the evaluation and documentation reports conducted for the Philadelphia Education Fund. (Contains 1 chart and 51 references.) (SLD)

ED 396 041 UD 030 997

Sheets, Rosa Hernandez
Urban Classroom Conflict: Student-Teacher Perception: Ethnic Integrity, Solidarity, and Resistance.
PUB DATE- Apr 96
NOTE- 29p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12, 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; Black Students; *Conflict; Cultural Differences; Discipline; Ethnicity; Filipino Americans; High Schools; High School Students; Hispanic Americans; *Interpersonal Relationship; *Limited English Speaking; *Student Attitudes; *Teacher Attitudes; *Urban Schools
IDENTIFIERS- European Americans

This study compared student-teacher perception about discipline, investigated whether it was interpersonal, procedural, or substantive, and examined how ethnicity, achievement, gender, and position influenced practice. G. Gay's theory (1981) about interethnic group interactions combined with perceptual disparity and cultural discontinuity provided the conceptual framework. Data sources were interviews, classroom observations, and school records. Sixteen African American, Chicano, European American, and Filipino students and nine teachers from an urban high school participated. The data analysis revealed that interpersonal conflicts were more consequential for students of color. Evidence of disparate perceptions among ethnically diverse students and teachers surfaced. The attitudes, beliefs, and values of students and teachers differed and were associated with ethnicity, gender, and level of academic achievement. The investigation did suggest that students were not as powerless as some might think, and that they often acted deliberately on their beliefs, rather than merely reacting to the behaviors of others. (Contains 29 references.) (Author/SLD)

ED 396 042 UD 030 998

EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Access to Information; Bibliographies; Cartography; Depository Libraries; *Federal Government; Federal Legislation; Federal Regulation; *Government Publications; Indexes; *Information Sources; Internet; Maps; Nonprint Media; Presidents of the United States; Research Reports; Statistical Data
IDENTIFIERS- Geographic Information Systems; *Government Information; Government Printing Office; *Legal Information; Legislative History

This book seeks to provide an account of general and specialized sources, in print and non-print formats, that comprise the bibliographic and textual structure of federal government information. This particular edition endeavors to update and broaden discussion of government information available electronically via the Internet. Chapters are: (1) "Public Access in the Electronic Age"; (2) "Government Printing Office Programs and Services"; (3) "Depository Library System"; (4) "General Catalogs, Indexes, Bibliographies, and Selected Reference Sources"; (5) "Legislative Branch Information Sources"; (6) "The Presidency"; (7) "Administrative Law: Regulations and Decisions"; (8) "Legal Sources of Information"; (9) "Statistical Sources"; (10) "Technical Report Literature and Related Research Sources"; and (11) "Geographic Information Sources." A personal name index, a title/series index, and a subject index are included. (BEW)

ED 395 594 IR 055 901

Valauskas, Edward J.; Ertel, Monica
The Internet for Teachers and School Library Media Specialists: Today's Applications, Tomorrow's Prospects.
PUB DATE- 96
NOTE- 231p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Computer Literacy; *Computer Uses in Education; Curriculum Development; Educational Planning; Educational Technology; Electronic Publishing; *Elementary School Teachers; Elementary Secondary Education; Instructional Development; Integrated Activities; *Internet; *Media Specialists; Program Development; *Secondary School Teachers; World Wide Web

This book is a collection of "success stories" written by teachers, media specialists, and school administrators who have developed their own facilities to bring the Internet to their students. The book's four main parts parallel the stages educators progress through when incorporating the Internet into the instructional process. Part 1, "Developing Visions, Creating Infrastructures," opens with an overview of what the Internet offers learners and its possibilities for opening minds and expanding horizons. This is followed by three plans for creating infrastructures for accessing and using the Internet. These include funding, staffing, and hardware components. Part 2, "Building Models," looks at the Internet as one part of the total educational technology picture. This section features five "success stories" that describe how individual schools and school districts advanced from a desire postsecondary or postcompulsory years primarily designed to provide preparation for work, community education, or preparation for university enrollment. Next, brief descriptions are provided of the history of and current developments related to NHE for over 80 countries in the Far Pacific and Asia, the Pacific Rim, the Caribbean, Central America, South America, Africa, Middle East, Eastern Europe, Central Europe, Scandinavia, Great Britain, and North America. Many descriptions include a list of institutions visited by the author in onsite research. The next section then reviews the original motivations for developing NHE programs and reviews negative assessments from the experiences of the countries discussed in the paper, including the ineffectiveness of vocational-technical programs that do not include a general studies component and persistent difficulties in transferring credits from NHE programs to universities. Finally, issues related to the future of the NHE movement are reviewed, including the rapid increase of consortia; the rapid growth of institutes of technology; and the growth of electronically delivered coursework, which affects traditional transfer routines. Contains 89 references. A list of institutions offering NHE programs in selected countries is appended. (TGI)

ED 395 612   JC 960 363

Moyer, Richard A.
Strategies for Increasing Enrollment and WSCH during a Period of Downsizing.
PUB DATE- 14 Mar 96
NOTE- 7p.; Paper presented at the Annual Conference of the Association of California Community College Administrators (21st, Costa Mesa, CA, March 13-15, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College School Cooperation; Community Colleges; *Credits; Dual Enrollment; Enrollment; *Enrollment Management; High School Students; *Partnerships in Education; Refresher Courses; *Remedial Programs; Student Needs; *Student Recruitment; Two Year Colleges
IDENTIFIERS- *Los Angeles Valley College CA

The enrollment declines currently being experienced by many community colleges can reduce the number of classes offered, which in turn can result in a lack of basic skills training for underprepared entering students. To help increase enrollment and weekly student contact hours (WSCH) and respond to the needs of underprepared students, Los Angeles Valley College (LAVC), in California, has developed strategies and programs working with both area high schools and currently enrolled students. Partnerships with local high schools include an "afternoon college" from 3:00 to 6:00 p.m., offering high school students credit classes in basic skills and personal development; advanced mathematics classes for students at a local Science Magnet; and WSCH-generating classes helping students prepare for the Scholastic Aptitude Test. Efforts undertaken by the college to increase WSCH among students already enrolled include the addition of directed studies components to pre-existing classes, the development of WSCH-generating tutorial classes, and the implementation of a "Guarantee Day" at the beginning of semesters and an "Add Desk" in the administration building to respond to student demands for additional courses and course sections. In addition to

ED 395 630 JC 960 381

Library Faculty in California Community College Libraries: Qualifications, Roles, & Responsibilities.
PUB DATE- 96
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- College Governing Councils; Community Colleges; Critical Thinking; Curriculum Development; *Information Literacy; Information Seeking; *Librarians; *Library Instruction; *Library Skills; *Teacher Qualifications; *Teacher Responsibility; Teacher Role; Two Year Colleges
IDENTIFIERS- *California Community Colleges

This report presents background information on library issues in California Community Colleges (CCC); identifies the relationship between the mission of the colleges and the Library Science discipline; and describes the qualifications, roles, and responsibilities of library faculty. Following a brief introduction, the first section of the report discusses the instructional role of library faculty as the primary teachers of research methods, critical thinking skills, and information literacy skills. This section also indicates that library faculty are at the forefront of the information revolution, developing innovative ways of obtaining, delivering, and facilitating the use of information. The next section describes the role of community college library faculty in curricular development, indicating that they must respond to advances in computer technology, the expanded development of communications technologies, and changes in the college student body and financial base. The following section examines their role in college governance through participation in academic senates and curriculum, professional standards, shared governance, budget, planning, hiring, evaluation, tenure, technology, and other committees. The final section describes the qualifications for employment in the CCC as a Masters degree in Library Science and lists the expertise sought in library faculty candidates. Contains 15 references. (TGI)

ED 395 631 JC 960 382

Plus and Minus Grading Options: Toward Accurate Student Performance Evaluations.
PUB DATE- 96
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Academic Achievement; Community Colleges; *Educational Change; *Educational Policy; Grade Point Average; *Grades (Scholastic); *Grading; State Regulation; *Student Evaluation; Two Year Colleges
IDENTIFIERS- *California Community Colleges

Although both the University of California and the California State University systems have the option to use plus or minus information system, while the remaining time was spent developing a new system for tracking work done by the company's Business Information Systems division. Finally, although the leave cost the college $6,000, it provided significant benefits. The instructor gained new skills and familiarity with new processes and used this knowledge to develop a Natural Resource Science course for fall 1995. (TGI)

ED 395 648 JC 960 403

Alexander, Hershel
Graduate Follow-Up Survey, FY94. Research Brief RB96-14.
PUB DATE- Mar 96
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *College Transfer Students; Community Colleges; Comparative Analysis; Educational Attainment; Graduate Surveys; *Outcomes of Education; *Participant Satisfaction; State Surveys; *Student Educational Objectives; *Student Employment; Two Year Colleges; *Vocational Followup
IDENTIFIERS- *Prince Georges Community College MD

In February 1995, Prince George's Community College (PGCC) conducted a study of all 8,739 students who graduated from the 18 community colleges in Maryland in fiscal year 1994. The study sought to determine outcomes for PGCC graduates with respect to their level of goal achievement, satisfaction with their college, transfer and employment status, and employment status while attending college. Outcomes for PGCC graduates were also compared to those for graduates statewide and from four peer colleges comparable in size to PGCC. Study findings, based on responses from 42% (n=337) of PGCC graduates and 48% (n=4,157) of the statewide graduates, included the following: (1) compared to graduates statewide and at the four peer colleges, PGCC had the highest percentage of graduates who indicated that they had completely achieved their goal in attending college at 76%; (2) compared to peer colleges, PGCC graduates who transferred were more likely to attend their senior institution part-time; (3) 53% of PGCC graduates had worked full-time while attending, compared to 43% of the statewide graduates; (4) 63% of PGCC graduates were employed full-time after graduation, compared to 56% of the statewide graduates; and (5) only 31% of PGCC graduates were employed in Prince George's County, while 42% were employed in the District of Columbia. The survey instrument is appended. (TGI)

ED 395 649 JC 960 405

Chandler, Vrondelia
Peace and Non-Violence: A Community Collaborates for Inner City Youth.
PUB DATE- May 96
NOTE- 12p.; Paper presented at the National Institute for Staff and Organizational Development Conference on Teaching and Leadership Excellence (Austin, TX, May 26-29, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Community Action; Community Colleges; Disadvantaged Youth; Partnerships in Education; Program Development; *School

Corporation, including its Task Force on Meeting the Needs of Young Children. This task force was established to promote healthy development and education in children ages 3 to 10, including an emphasis on primary education strategies for improvement in disadvantaged communities. The sections of the report and the topics addressed are: (1) "The Changing American Family," discussing strains placed on family life, along with increasing responsibility being placed on people outside the home for child rearing--health care providers, teachers, community, and child care workers; (2) "The Conditions for Fostering Healthy Development," describing basic childhood needs and their relationship to positive outcomes for children; (3) "Preventing Damage in the Earliest Years," highlighting suggested interventions in prenatal care and child care; and (4) "Early Adolescence: A Time of Opportunity and Risk," focusing on family education concerning adolescent development, creating developmentally appropriate schools, ensuring access to health services, and exploiting the constructive potential of media. The conclusion asserts that families, schools, the health sector, community organizations, and the media must join forces in the mission of making the world better for children. (BGC)

ED 395 667 PS 024 200

Cloud, Debbie
Inclusion...Through Storytelling: Proposal for Interest Group for SECA Conference.
PUB DATE- Mar 96
NOTE- 16p.; Paper presented at the Annual Conference of the Southern Early Childhood Association (47th, Little Rock, AR, March 11-16, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Childhood Needs; Classroom Environment; Conferences; Counseling Techniques; Curriculum Development; Disabilities; Early Childhood Education; Equal Education; *Inclusive Schools; Mainstreaming; Position Papers; Premature Infants; Program Proposals; *Regular and Special Education Relationship; *Special Education; *Story Telling; Teacher Education; *Teacher Role
IDENTIFIERS- Developmentally Appropriate Programs; Southern Early Childhood Association; *Special Needs Children

A proposed position statement for a Southern Early Childhood Association (SECA) conference session focusing on children with special needs in the regular educational program is presented in the document. The proposal highlights the importance of inclusion of those children in a regular educational program and the need for caregivers to be able to provide them with a developmentally appropriate environment. The proposed session aims to help child caregivers address the needs of those children in a child care program, public and private early childhood environments, Head Start settings, kindergartens or primary grades. Through storytelling, the session participants talk about learning activities that are child-initiated, child-directed, teacher supported, and consistent with a child's developmental age. Curriculum is illustrated through the eyes of characters in "The Balancing Girl," by Berniece Rabe, and "A Button in Her Ear," by Ada Litchfield, and through discussion on the response to individual children's needs. "Friends in the Park," by Connie White Pirner, will be used to generate talk

NOTE- 103p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Child Development; Community Involvement; Early Childhood Education; *Emotional Development; Family (Sociological Unit); Family Role; Mental Health; *Program Development; Research; *Research Problems; *Social Development; Young Children
IDENTIFIERS- National Academy of Sciences; *Program Characteristics; *Project Head Start

Although public acceptance of Head Start is high, public understanding of what the program does remains limited. Studies of Head Start to date have been insufficient in quantity and scope. In November 1994, the Roundtable on Head Start Research began a series of discussions of new directions for Head Start research. The roundtable looked at understudied aspects of the program. This report discusses the work of this roundtable and its examination of unexplored aspects of Head Start. Among the main issues discussed are the need to: (1) study family dynamics and development; (2) explore new possibilities for studying social and emotional development; (3) harvest local programmatic inventions; and (4) address mental health issues in Head Start. Following an introduction describing the Roundtable study group and the scope of this report, the chapters are: (1) "Studying Head Start's Families: General Themes"; (2) "Recognizing the Diversity of Children and Families in Head Start"; (3) "Examining Community-Head Start Collaborations"; (4) "Head Start Families in a Changing Economic Landscape"; and (5) "Extending the Benefits of Local Innovation." Appendices include excerpts from advisory committee reports and workshop agendas and speakers. Contains 20 references. (BGC)

ED 395 687 PS 024 241

NPRM: Head Start Program Performance Standards.
PUB DATE- 12 Apr 96
NOTE- 45p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Behavioral Objectives; *Educational Legislation; Educational Objectives; Evaluation Criteria; Federal Legislation; *Performance; Preschool Education; *Standards; Young Children
IDENTIFIERS- Department of Health and Human Services; Federal Register; *Head Start Program Performance Standards; Paperwork Reduction Act 1980; *Project Head Start; *Regulatory Evaluation; Rules and Regulations

This document contains the Notice of Proposed Rulemaking (NPRM) on Head Start Program Performance Standards, appearing in the April 22, 1996 "Federal Register." The Administration for Children, Youth, and Families issued this notice to implement the statutory provisions for establishing program performance standards for early Head Start grantees and agencies providing services to eligible children and families. This proposed rule implements the statutory provisions of the 1994 amendments to the Head Start Act (42 U.S.C. 9801). The following sections are included: (1) "Summary," describing the Head Start program and Head Start Act; (2) "The Head Start Program," including comprehensive services, parent involvement and family focus, Needs," including counseling and referral, emergency assistance, community resources, follow-up, and monitoring absenteeism; (8) "Coordination of Community Resources and Advocacy"; (9) "Establishing and Maintaining Records," including setting up files and maintaining confidentiality; and (10) "Head Start's Legacy to Families." (BGC)

ED 395 705 PS 024 306

Musthafa, Bachrudin
Play-Literacy Connections: A Research Synthesis and Suggested Directions.
PUB DATE- 95
NOTE- 31p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Cognitive Style; Early Childhood Education; *Educational Research; *Emergent Literacy; *Literacy; *Literacy Education; Peer Relationship; *Play; Pretend Play; Self Motivation; Social Science Research
IDENTIFIERS- Piaget (Jean); Piagetian Research; Vygotsky (Lev S)

Based upon the theories of Piaget and Vygotsky and informed by research from many disciplines including linguistics, anthropology, history and psychology, the knowledge about the nature of children's play and its relationship to literacy development has steadily increased. The play of young children is categorized as: (1) meaningful; (2) symbolic; (3) active; (4) pleasurable; (5) voluntary and intrinsically motivated; and (6) rule governed. Play provides a context within which the emergence of literacy can be manifested and explored. The literacy, in turn, enriches the play, helping the development and processing of scripts. In addition, children use similar representational mental processes in both play and literacy acts. In order to understand children's play and literacy acts researchers must see them in the context of children's cultural practice. Research can then accurately describe the play-literacy relationship as a "situated" cultural phenomenon. A sociocultural approach to play-literacy research should accompany the current research traditions of psychologically-oriented and culturally/sociolinguistically-oriented approaches. The sociocultural approach attempts to understand how children socially construct meanings of peer interactions, events (e.g. play and early literacy learning), and the larger social world in different contexts. Its research methodology is grounded in the inductive analysis of rich ethnographic materials. The sociocultural approach seems to hold the promise of providing insights into the life-worlds of children which in, in turn, enables educational practitioners to design developmentally-appropriate literacy instruction. Contains 45 references. (BGC)

ED 395 706 PS 024 308

Ambert, Anne-Marie
The Effect of Children on Parents.
PUB DATE- 92
NOTE- 326p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Information Analyses/State-of-the-art Materials (070),Reports - Research/Technical (143)

percentages of students from low-income families. Research beyond SASS data is needed to determine whether extended-day programs improve school performance, and whether such programs are adequate to meet the needs of single-parent dual-working-parent families. (HTH)

ED 395 722 RC 020 468

Schatzman, Susan
Science and Mathematics Initiatives in Education: A Model Distance Learning Program Building Telecommunications Bridges to Rural Schools.
PUB DATE- 95
NOTE- 21p.; Project funded by Toyota USA Foundation.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Access to Education; *Computer Uses in Education; Course Descriptions; *Distance Education; *Educational Change; Equal Education; Extension Education; Higher Education; Information Networks; *Inservice Teacher Education; *Mathematics Education; Mathematics Teachers; Mentors; Rural Schools; *Science Education; Science Teachers; Secondary Education
IDENTIFIERS- California (Northwest)

An 18-month model distance learning program for rural middle and secondary school math and science teachers was developed by University of California Berkeley Extension in partnership with California rural educators. The program aimed to provide access to professional development for relatively isolated rural teachers in Del Norte, Humboldt, and Mendocino Counties on the north coast of California. The project began with a 1-week institute to familiarize a core group of teachers with the technologies to be used, to provide an overview of math and science teaching reforms in the state, and to introduce successful educational strategies that reduce unequal opportunities for students. During the school year, teachers took a distance learning course consisting of a weekly viewing of a videotaped instructor examining recent state reforms in science and math curriculum and instruction. Ongoing access to instructors, resource personnel, and each other was available via E-mail, fax, and telephone. Participants developed lesson plans, curricula, and projects consistent with the new guidelines. The following summer, participants were trained as mentors in mathematics and science reform; strategies to enhance access and equity in these areas; and technology-based access to new research, curricula, and teaching methods. The final program phase will put plans for access and equity in science and mathematics and model lesson plans on-line. Includes a description of the project's 10-hour distance learning course on access and equity in secondary math and science. (Author/TD)

ED 395 723 RC 020 480

The Class "C" Survey 1995-96. Comparisons of Budgets, Levies and Enrollments of Class "C" Montana School Districts.
PUB DATE- 96
NOTE- 133p.; Contains some light and broken type. For the 1994-95 survey, see ED 379 122.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)

(1) staffing issues, including expectations of administrators, board and administrator teaming, and qualities of effective administrators and teachers; (2) issues related to educational financing, including an overview of programs and resources and suggestions for fiscal management; (3) information on policy formation; (4) suggestions for conducting effective school board meetings, including an overview of parliamentary procedures; (5) recommendations for developing a constitution and by-laws; and (6) relevant information on school improvement and restructuring, including an overview of Goals 2000, effective school correlates, and definitions of restructuring terms. Includes a reference manual for storing additional materials related to the topics covered in the manual. (LP)

ED 395 739 RC 020 600

Empowering the Sacred: Warriors for the 21st Century. A Guide for Student Leadership Development and Involvement.
PUB DATE- Mar 95
NOTE- 37p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *American Indian Education; American Indians; *Citizenship Education; Cultural Education; *High School Students; Holistic Approach; Individual Development; Leadership Qualities; *Leadership Training; Participative Decision Making; School Role; Secondary Education; *Student Attitudes; Student Government; *Student Leadership; Values
IDENTIFIERS- Association of Community Tribal Schools; *Student Empowerment

This manual provides schools with guidelines for developing leadership training that empowers American Indian students to become contributing citizens of their school and community. In November 1994, the Association of Community Tribal Schools sponsored a seminar that sought input from American Indian students regarding leadership training. This manual presents information generated from the seminar and from other sources on the following topics: (1) creating a holistic approach to personal development; (2) student needs for acquiring knowledge related to occupations and careers, tribal government, and culture and language; (3) the importance of developing technical skills, employment skills, and competencies for successful leadership; (3) imparting values such as respect for others, wisdom, fortitude, and respect for the earth; (4) developing visions and goals; (5) definitions of leadership, suggestions for teaching leadership, and characteristics of effective leaders; (6) how schools and teachers can help students prepare for life; (7) strategies for building community; and (8) ways schools can prepare students to become contributing citizens by encouraging student involvement through student councils. This section also addresses the historical, cultural, and political aspects of American Indian citizenship. Includes resources for teaching leadership skills and a list of seminar participants. (LP)

ED 395 740 RC 020 601

Our Children, Our Schools, Our Tribes: Thirty Years of Local Control of Indian Education 1966-1996.
PUB DATE- Feb 96

students to do independently, without prior large group instruction. The activities enable teachers to respond to students beyond the capacity of textbooks and to encourage students to test their true abilities. The activities emphasize concept development in small steps through a variety of mental activities. Suggesting how and why a process works, the activities prepare highly capable learners to transfer concepts to new situations. Occasional brief questionnaires may make students conscious of the self-direction that they should be developing as well as alert teachers to their affective needs. The chapters discuss: characteristics of learning activities, tricks of the trade, writing activities through creative problem solving, strategies for developing concepts, learning through brainstorming, guided discovery of a concept, thinking in larger wholes, problem solving, and developing mathematical topics through activities. An Appendix contains sample activities on: estimating, factoring, fractions, graphing, geometry and spatial relations, metric system and decimals, problem solving, thinking abilities, and special topics. Contains 56 references. (MKR)

ED 395 757 SE 056 105

Ellis, Julie L.; Boer, Hank
Designing Creative Mathematics Activities: Problem Solving, Grades 1-6.
PUB DATE- 87
NOTE- 73p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Creative Development; Creative Thinking; Elementary Education; Learning Activities; Mathematics Education; *Mathematics Instruction; *Problem Solving; *Units of Study
IDENTIFIERS- *Mathematics Activities

This manual presents instructional design strategies and sample student activities for creative problem solving. The ideas and suggestions are intended to support both students' mathematical attainment and their development of creative ability. The book begins with an introduction followed by discussions of unit design strategies and activity design strategies. The majority of the book contains sample activity units for grades 1-3 and 4-6. Four types of student activities are: creative work with no mathematics content, mathematics work with no creative content or ambiguity, mathematics work with some open-endedness, and mathematics work with a high degree of open-endedness. (MKR)

ED 395 758 SE 056 106

Valentine, Deborah
Educational Play: Mathematics. Games and Activities To Stimulate Your Child in Mathematics.
PUB DATE- 92
NOTE- 112p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Calculators; Elementary Education; *Elementary School Mathematics; Learning Activities; Lesson Plans;

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Cooperative Learning; Earth Science; Elementary Education; Investigations; Lesson Plans; Models; *Natural Disasters; Science Activities; *Science Process Skills

This book is designed to help advanced elementary students learn science skills while actively engaged in cooperative activities based on the earth sciences and natural disasters. The first section explains how to make cooperative learning a part of the curriculum and includes an overview, instructions and activities to bring cooperative learning to students and parents, guidelines for setting up groups, ideas for an activity center, and suggestions for assessment and portfolios. The rest of the book provides a wide range of cooperative activities divided into two parts. "Learning to Be a Scientist" develops skills needed in many areas of science activities: observing, making and reading scientific instruments, doing research, recording information, constructing charts and graphs, and presenting information. The section "Being a Scientist" provides opportunities to use the skills learned in the first section, as well as many other skills in the context of interesting and practical hands-on activities. Each unit of activities is based on one of four natural disaster themes: earthquakes, killer heat, killer cold, and hurricanes and tornadoes. Each unit contains a complete lesson plan which explains the purpose of the unit, the skills to be taught, and the materials that are needed. The lesson plan for each unit ends with suggestions for processing and evaluation. (JRH)

ED 395 779 SE 058 308

Borchers, Nancy, Ed.; Caniglia, Joanne, Ed.
Excellence in Teaching Mathematics: Activities and Ideas from Ohio's Outstanding Teachers, 1994 District Winners.
PUB DATE- 94
NOTE- 53p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Elementary Secondary Education; *Learning Activities; *Lesson Plans; *Master Teachers; *Mathematics Instruction
IDENTIFIERS- *Ohio

This document is a collection of lesson plans written by 18 of Ohio's outstanding teachers chosen by the Ohio Council of Teachers of Mathematics. Each lesson plan includes reflection questions and some contain worksheets. Lesson plan titles for primary grades (grades 1-3) are: "Munching Fractions;" "Math and Literature--Tangrams," "Guests for Breakfast--Measurement and Problem Solving in Real Life Situations," and "Electric Response Board Activities for Math Learning Centers." Titles for elementary grades (grades 3-6) are: Experimenting with Probability," "Money Works," "Geometry Scavenger Hunt," "Chocolate Chip Math--Consumer Math," and "Making a Scaled Map of the Playground." Titles for the secondary level are: "Using Manipulatives in a Cooperative Setting"; "How Tall Is It?"; "Seeing 3-D; "Best Box--Graphic Calculator"; "Creating a Visual Glossary of Dihedral and Cyclic Symmetry"; "Solving Max-Min Problems in Algebra II"; "Displacement, Velocity and Acceleration in Advanced Placement Calculus"; "Area Approximations in Calculus,"; and "Math Students and Doughnuts." Lesson plans, two pages in length, provide: (1) grade level/subject; (2) objectives; (3) materials needed; (4)

Philosophical as well as concrete information is outlined to provide both intrinsic and conceptual connections to natural resource areas. This document is divided into five parts. Part 1, "Connecting Students to Natural Resource Areas," outlines the effectiveness of such programs. Part 2, "Getting Started," includes sites and site selection, planning and proposal writing, project plan outlines, changing attitudes and structures, changing teacher roles, changing educational models, and the time issue. Part 3, "Program Strategies," includes creating an identity, increasing community contact, creating student leadership, spending some time on aesthetics, approaching resource people, funding ideas, field techniques, Earth ethics and etiquette, and project ideas. Part 4, "Models," includes four different models of programming based on a nearby natural resource area. Part 5 outlines some closing thoughts. A list of federal agencies, private/nonprofit organizations, State agencies, local agencies, and political and industrial contacts are included in the appendix. (JRH)

ED 395 801 SE 058 408

Weber, William B., Jr.
Filling in the Gaps: An Experimental Study on Mental Computation Achievement and Strategies.
PUB DATE- 9 Apr 96
NOTE- 27p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 9, 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Computation; *Concept Formation; Grade 8; Interviews; Junior High Schools; *Mathematics Achievement; *Number Concepts; Pretests Posttests; Problem Solving; *Secondary School Students

A major goal of instruction is for students to develop competence with numbers. This study attempts to determine the effect of instructional materials that develop number concepts and connect these concepts to mental computation procedures. The study used 16 classes of eighth-grade students and a pretest-posttest design with two treatment groups. An experimental group used a set of author-written instructional materials as a supplement to the regular curriculum. Instructions to teachers stressed that student discussion of invented procedures was an important component of the instructional process and alternative methods of computation were to be encouraged. Results indicated that students showed a tendency to use standard procedures when whole numbers were involved, but when the problems involved decimals, fractions, and percents, students used methods which indicated a change away from the use of standard procedures to non-standard procedures. Significant gains were made in mental computation achievement. (MKR)

ED 395 802 SE 058 409

Vazquez-Abad, Jesus; And Others
Why Some Stay: A Study of Factors Contributing to Persistence In Undergraduate Physics.
PUB DATE- 96
NOTE- 12p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April, 1996).
LANGUAGE- English

not change significantly. (MKR)

ED 395 821 SE 058 464

Calinger, Ronald, Ed.
Vita Mathematica: Historical Research and Integration with Teaching. Mathematical Association of America Notes Series, No. 40.
PUB DATE- 96
NOTE- 350p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Algebra; *Calculus; Elementary Secondary Education; Higher Education; *Mathematics Instruction
IDENTIFIERS- *Mathematics History

This book brings together papers by scholars from around the globe on the historiography and history of mathematics and their integration with mathematical pedagogy. Of the three articles in Part 1, "Historiography and Sources", one identifies research trends in the history of mathematics, the second discusses the centrality of problems, and the third uses drama to recreate moments of mathematical discovery. Part 2, "Historical Studies: From Antiquity to the Scientific Revolution" and "From the Scientific Revolution to the Present", offers a range of scholarship in the history of mathematics, including mathematics education, from antiquity to the present. Part 3, listed under two titles: "Integration of History with Mathematics Teaching: Fundamentals and Selected Cases" and "Origins and Teaching of Calculus," includes papers on the topics of reasons to include the history of mathematics in mathematics education, Ethnomathematics, networks for sharing historical mathematics information, and a mathematics history course. (MKR)

ED 395 822 SE 058 467

Atkinson, Sue, Ed.; Fleer, Marilyn, Ed.
Science with Reason.
PUB DATE- 95
NOTE- 179p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Non-print Media (100)
DESCRIPTORS- *Constructivism (Learning); *Educational Strategies; Elementary Education; Interdisciplinary Approach; *Scientific Concepts; *Teaching Methods; *Whole Language Approach

This book is based on the premise that learning in young children takes place through participation in purposeful activity and the learning process includes building on what children already know and enabling children to take responsibility for their own learning. It focuses not just on recent pedagogical developments in science, but shows, through teachers' own stories of life and living processes, materials and their properties, physical processes, and scientific investigations, how these areas can be integrated into children's learning. Section A, The Challenge of Teaching and Learning in Science, contains the following chapters: (1) "Approaches to Teaching and Learning in Science" (Marilyn Fleer); (2) "Science in Early Childhood" (Maulfry Hayton); and (3) "Science From a Child's Perspective" (Jonathan Osborne). Section B, Developing Teaching transferred to the Balch Institute for Ethnic Studies, where it was catalogued and is available to educators on a loan basis. This guide provides an index to the usable contents of this collection. Only 172 projects, for which a final product was produced, have been included. Each project has been given a number. The index is organized alphabetically according to the ethnic group. Appropriate grade levels are indicated. Information concerning "Source"; "Primary Products"; and "Other Products" is given for each project. (MM)

ED 395 843 SO 025 572

More Than Pumpkins in October: Visual Literacy in the 21st Century. A School Board Member's Guide to Enhancing Student Achievement through Art Education.
SPONS. AGENCY- Getty Center for Education in the Arts, Los Angeles, CA.
PUB DATE- 92
NOTE- 54p.; Videotape not available from EDRS.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Non-print Media (100)
DESCRIPTORS- *Art Education; Board of Education Policy; *Board of Education Role; Core Curriculum; *Curriculum Development; *Discipline Based Art Education; *Educational Change; Elementary Secondary Education; Visual Arts

This publication is written for school board members, who face decisions that will restructure how children learn. A comprehensive art education program can enhance the quality of children's education and help achieve excellence in a school system. This document: (1) presents the philosophy underlying comprehensive visual arts education programs; (2) details suggestions on how to put an effective K-12 art education program in place; (3) provides case studies of ways effective programs are being implemented; and (4) lists resources useful in creating a program. A step-by-step process for building a substantive art program is given. Accompanying the document is a 15 minute videotape, "Art for Life," that advocates art education. (MM)

ED 395 844 SO 025 588

Art Safety.
PUB DATE- 91
NOTE- 41p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Art Education; *Art Materials; Ceramics; Foreign Countries; *Hazardous Materials; Legal Responsibility; Plastics; Poisons; Printing; Safety; *School Safety; Visual Arts
IDENTIFIERS- Canada; Kilns; Workplace Hazardous Materials Information System

Advocating that Canadian art programs should use and model environmentally safe practices, the articles in this journal focus on issues of safe practices in art education. Articles are: (1) "What is WHMIS?"; (2) "Safety Precautions for Specific

World History; World Problems
This curriculum consists of three interlocking elements: a teaching guide, a set of student readings, and a video. Designed for use in grades 9-12, this guide provides a brief but comprehensive introduction to all aspects of the refugee experience. The teaching guide provides a wide variety of discussion questions with suggestions for the classroom, writing, and community learning activities. A glossary of terms, a list of organizations that work on behalf of refugees, a bibliography, and refugee statistics accompany the text. The curriculum includes: (1) "Using This Curriculum"; (2) "Background Information"; (3) "Overview of Selected Refugee Situations: Excerpts from the World Refugee Survey 1994"; (4) "Suggested Activities"; (5) "The Refugee Experience, Study Maps"; and (6) "The Refugee Experience, Student Handouts." (EH)

ED 395 865 SO 026 029

Barnes, Mary Ellen; And Others
Selling Addiction: A Workshop Kit on Tobacco and Alcohol Advertising. A Media Literacy Workshop Kit.
PUB DATE- 92
NOTE- 69p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Advertising; Alcohol Education; *Alcoholism; Content Analysis; *Drinking; *Drug Addiction; Drug Education; Elementary Secondary Education; Health Education; Health Promotion; Law Related Education; *Mass Media Effects; *Mass Media Role; Media Research; Prevention; Propaganda; Salesmanship; Smoking; Social Influences; Substance Abuse; Tobacco
This kit consists of: (1) a leader's guide; (2) an 18-minute videotape containing three 6-minute discussion starter segments analyzing typical commercials and advertising techniques; (3) a special issue of "Media Values" magazine on the theme "Fatal Attraction: The Selling of Addiction"; (4) an 8-page booklet "Awareness to Action: Media Literacy for the '90s"; (5) a 30-minute video "Consumer Seduction: From Romance to Reality." This packet is designed for use in awareness workshops of how advertising encourages the use and abuse of the two legal drugs, alcohol and tobacco. Constructed for use in two 2-hour sessions, in two consecutive weeks, the activities allow time for ideas from the workshop to be "tried out" at home. In the workshop process, participants identify and develop strategies for breaking the media/addiction link. The two sessions include: (1) "How They Get You Hooked"; and (2) "How They Keep You Hooked." Readings, handouts and follow-up suggestions are included in the packet. (EH)

ED 395 866 SO 026 105

Grauer, Kit, Ed.
Community.
PUB DATE- 95
NOTE- 33p.
LANGUAGE- English; Spanish
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Aesthetic Values; *Art Education; Art Therapy; Built Environment; Childrens Art; Clothing Design; Community

A Student's Guide to Japanese American Genealogy. Oryx American Family Tree Series.
PUB DATE- 96
NOTE- 168p.; For related items, see SO 026 425-427.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Asian Americans; Ethnic Groups; Foreign Countries; *Genealogy; Global Education; *Japanese American Culture; *Japanese Americans; Multicultural Education; *Oral History; *United States History
IDENTIFIERS- Japan

This book provides a guide to the study of genealogy, or family history, through the use of historical documents, artifacts, and private records. Intended mainly for students who wish to trace their family roots, the book can be used by anyone interested in the lives of Japanese Americans throughout the years. Often called the "model minority," Japanese Americans in the United States offer a unique glimpse into a different perspective on the "American experience." Suggestions on how to find records that are publicly available are included. The book contains the following chapters: (1) "History" which includes discussions on topics such as picture brides, "the yellow peril," and success stories; (2) "Beginning Your Genealogical Search" discusses how far to go, interviewing people, searching artifacts and old records, and geneaology on the Internet; (3) "Using Outside Sources" lists sources in the United States and Japan; (4) "Oral History" includes preparing, doing, ending and transcribing and editing the interview; (5) "Some Questions" concerns terms of kinship, nontraditional families, adoption, and resources; and (6) "Wrapping Up Your Research" discusses family trees, memoirs, and guides to writing and publishing. (EH)

ED 395 887 SO 026 425

Johnson, Anne E.; Cooper, Adam Merton
A Student's Guide to African American Genealogy. Oryx American Family Tree Series.
PUB DATE- 96
NOTE- 170p.; For related items, see SO 026 424-427.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- African History; *Blacks; *Family History; Foreign Countries; *Genealogy; Global Education; Multicultural Education; *Oral History; *United States History
IDENTIFIERS- Africa; *African Americans

This book provides a guide to the study of genealogy, or family history, through the use of historical documents, artifacts, and private records. Intended mainly for students who wish to trace their family roots, it also can be used by anyone interested in the lives of African Americans throughout the years. Suggestions on how to find records that are publicly available are included. The book concentrates on how to trace one's roots back to an ancestor's arrival in the United States, emphasizing the difficult nature of the task. This book also illustrates the unique and important contributions of African Americans to U.S. culture. Chapters include: (1) "A Heritage to Celebrate"; (2) "Immigration in Chains" discussing the slave

12 mathematics and science teachers in Montana, in particular Native American teachers. At Saginaw Valley State University (Michigan), applicants from diverse economic, racial, and cultural backgrounds are recruited through a variety of strategies. Initiatives implemented by the College of Education to attract minority candidates include: the Bilingual Education Program; math/science scholarships funded by a grant from the Kellogg Foundation; a cooperative program with Delta College for minority students; and the Young Educators Society for minority middle school students. (Contains 16 reference.) (ND)

ED 395 905 SP 036 704

Kohl, Patrice LeBlance; Gomez, Vivian
Reaccreditation Self-Study: A Tool for Curricula Improvement.
PUB DATE- Feb 96
NOTE- 20p.; Paper presented at the Annual Meeting of the Association of Teacher Educators (St. Louis, MO, February 24-28, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Standards; Accreditation (Institutions); *Catholic Schools; *Curriculum Development; Elementary Education; Elementary Schools; Elementary School Teachers; Evaluation Methods; *Faculty Development; *Instructional Improvement; Principals; School Culture; *Self Evaluation (Groups); Teacher Improvement; *Teacher Workshops; Teaching Methods
IDENTIFIERS- Florida (Fort Lauderdale)

A reaccreditation self-study project was conducted at St. Jerome Catholic School in Ft. Lauderdale (Florida). The school's 325 students come from a predominantly blue collar, ethnically and racially diverse community. The curriculum provides a solid academic background of core subjects, special subjects, and extracurricular activities. The project was developed collaboratively by a school principal and a consultant in order to facilitate the use of the self-study as a tool for curriculum improvement. A detailed chronology describes the content and structure of teacher workshops held prior to and during the project. A preliminary evaluation revealed that teachers agreed the workshops provided new knowledge, reaffirmed their existing knowledge base, and gave them opportunities to discuss the practice and application of knowledge. Through the workshops and other methods of collegial support teachers were able to share their knowledge, problems, and new ideas with their colleagues. They also found their students' learning to be more interactive as a result of application of practices learned in the workshops. Finally, several characteristics that promoted the use of the reaccreditation self-study as a tool for curriculum improvement are identified: a systemic view of the process, incorporating effective staff development techniques into the workshops, and a school culture that supports innovation. (Contains 16 references.) (ND)

ED 395 906 SP 036 705

Herbster, Douglas L.; And Others
A Proven Method for Cooperative Teaching Model between Universities and Public School Partnership Programs.
PUB DATE- Feb 96
NOTE- 12p.; Paper presented at the Annual Meeting of the

behavior were categorized as material, organizational, social, cultural-ideological, and self-interests. The analysis showed that every situation in which a teacher becomes conscious about its micropolitical aspects can be conceptualized in terms of the perceived power position: the subjective perception of one's position on a continuum of power-powerlessness. This continuum depends upon the teacher establishing the working conditions perceived necessary for proper job performance. The perceived power position is operationalized by three aspects of that position: the experiential, related to job satisfaction; the operational, related to ability to change the situation; and knowledge, related to political acuteness. (Contains 31 references.) (JPB)

ED 395 922 SP 036 757

Rothenberg, Julia Johnson; And Others
Out in the Open: A New Kind of Professor.
PUB DATE- 96
NOTE- 31p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12, 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Childrens Literature; College Students; Cultural Pluralism; Elementary Education; Elementary School Teachers; Methods Courses; *Practicums; *Preservice Teacher Education; *Student Attitudes; *Student Teaching; *Teacher Education Curriculum; Teacher Educators; Urban Schools; *Urban Teaching
IDENTIFIERS- *Diversity (Student)

This paper reviews changes in an elementary teacher education program based on several studies regarding the content of the program. The nature of each study and its implementation in the program are described. Three changes have been made in the program as a result of the studies: student teachers are required to complete a junior year practicum in a public housing project; the reading and language arts methods sequence was revised with an on-site teaching course in a low-income school that addresses issues about teaching literacy; and revised pre-teaching courses have been integrated into an urban school system. Results of these studies have indicated that much remains to be done in preparing novice teachers to respect, appreciate, and teach diverse children well. (JPB)

ED 395 923 SP 036 761

Frank, Laurie S., Ed.
Seeds for Change. The Association for Experiential Education. International Conference Proceedings (23rd, Lake Geneva, WI, November 9-12, 1995).
PUB DATE- 95
NOTE- 310p.
LANGUAGE- English
EDRS Price- MF01/PC13 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Adventure Education; Correctional Education; *Educational Change; *Educational Practices; Educational Therapy; Elementary Secondary Education; *Experiential Learning; Extension Education; Higher Education; Nontraditional Education; Outdoor Education; Physical Education; Special Education; *Staff Development; Values Education; Womens Education

attempt to determine if Sections 2 and 3 of the Test of English as a Foreign Language (TOEFL) are truly speeded according to established criteria. Two exploratory techniques employing regression analyses were used in an attempt to account for the possibility of random or patterned responses at the end of each section. One technique provided an estimate of the degree to which all examinees truly reached the 75% point on the sections, and the second provided an estimate of the degree to which all examinees truly completed the last set of items. Support for the results was obtained from an examination of the number of items not reached and the number to which examinees responded in a patterned fashion. Findings are limited to the extent that one can attribute items not reached and patterned responding to the effect of speededness. Four administrations of the TOEFL (two pretest and two other) for 9,160 examinees in all were studied. Results suggest that Section 3 might be slightly speeded for pretest administrations, but more study is needed to confirm this finding. (Contains 9 tables and 10 references.) (Author/SLD)

ED 395 942 TM 025 009

Hicks, Marilyn M.
The TOEFL Computerized Placement Test: Adaptive Conventional Measurement. TOEFL Research Reports, Report 31.
PUB DATE- Jan 89
NOTE- 40p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Adaptive Testing; Adults; Algorithms; *Computer Assisted Testing; Computer Literacy; *Difficulty Level; English (Second Language); *Equated Scores; Item Response Theory; Scaling; *Scoring; Simulation; Student Placement; Test Construction; Test Validity; True Scores
IDENTIFIERS- *Test of English as a Foreign Language

Methods of computerized adaptive testing using conventional scoring methods in order to develop a computerized placement test for the Test of English as a Foreign Language (TOEFL) were studied. As a consequence of simulation studies during the first phase of the study, the multilevel testing paradigm was adopted to produce three test levels varying in difficulty, with a basic testing algorithm that routed examinees through item blocks or testlets that permitted backtracking in order to review and change items. The ability to control important facets of test construction was illustrated. Resulting test levels were equated to the established scale via item response theory true score equating, and some desirable properties of the obtained score scales were identified, namely overlapping scales at the boundaries of the test levels and limits on the scores obtainable on each of the levels. Data from a preliminary validation study with 152 examinees indicated that the test was functioning satisfactorily. These examinees indicated that, although 72% had never been exposed to a computer before, 59% preferred the computerized test version or were neutral. The apparent lack of computer experience of English-as-a-Second-Language students must be considered in computerized test development. (Contains 3 figures, 4 tables, and 13 references.) (Author/SLD)

ED 395 943 TM 025 010

Braun, Henry I.; And Others
Developing and Evaluating a Machine-Scorable, Constrained

Holland, Paul W.
A Note on the Covariance of the Mantel-Haenszel Log-Odds Ratio Estimator and the Sample Marginal Rates. Program Statistics Research Technical Report No. 89-85.
PUB DATE- Feb 89
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Difficulty Level; *Estimation (Mathematics); *Item Bias; *Risk; Sampling; *Test Items; Test Use
IDENTIFIERS- Item Bias Detection; *Mantel Haenszel Procedure

A simple technique, developed by A. Phillips (1987) is used to approximate the covariance between the Mantel-Haenszel log-odds-ratio estimator for a 2 x 2 x k table and the sample marginal proportions. These results are then applied to obtain an approximate variance estimate of an adjusted risk difference based on the Mantel-Haenszel odds-ratio estimator. The adjusted risk difference is of potential value in those applications where at least one of the sample rates is descriptive of a relevant population rate. The example applies to the use of the Mantel Haenszel estimator to study the differential difficulty of test questions across groups of examinees. (Contains 11 references.) (Author/SLD)

ED 395 964   TM 025 102

Holland, Paul W.; Thayer, Dorothy T.
The Kernel Method of Equating Score Distributions. Program Statistics Research Technical Report No. 89-84.
PUB DATE- Feb 89
NOTE- 58p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Data Collection; *Equated Scores; *Estimation (Mathematics); *Nonparametric Statistics; Research Design; *Statistical Distributions
IDENTIFIERS- Anchor Tests; Equipercentile Equating; *Kernel Method; Log Linear Models; Smoothing Methods

A new and unified approach to test equating is described that is based on log-linear models for smoothing score distributions and on the kernel method of nonparametric density estimation. The new method contains both linear and standard equipercentile methods as special cases and can handle several important equating data collection designs. An example is used to illustrate the new method for the random groups and external anchor-test designs. The kernel method of equating, when coupled with estimated score distributions using log-linear models, has a number of advantages over other observed-score equating methods. The three phases of estimation, continuization, and equating form a unified approach to many equating problems. The kernel method contains linear and traditional equipercentile methods as special cases and can exploit the best features of both methods. An appendix presents a proof of the paper's second theorem. (Contains 7 tables, 9 figures, and 12 references.) (Author/SLD)

ED 395 965   TM 025 103

Stricker, Lawrence J.
Assessing Leadership Potential at the Naval Academy with a Biographical Measure.

*Educational Technology; Elementary Schools; Elementary Secondary Education; Enrollment; Federal Aid; Grants; High Schools; *Magnet Schools; Middle Schools; *Minority Groups; Parent Attitudes; Program Evaluation; *Racial Composition; *Teacher Attitudes; Technological Advancement
IDENTIFIERS- *Wake County Public School System NC

The federally funded Magnet Schools Assistance Program was funded to eight magnet schools in the Wake County (North Carolina) Public School System (WCPSS) to reduce minority group isolation and to strengthen academic offerings, by integrating technology into instruction as a key element. In 1993-94 and 1994-95 grant monies were provided to six elementary schools, one middle school, and one high school. This evaluation examined factors related to the goals and objectives of the program. Parent survey data, student achievement data, and enrollment and magnet school application data were used. The grant provided a full- or half-time instructional technology resource teacher for each school. A variety of technology program components were implemented at grant schools. Teacher attitudes toward technology improved in the grant period, and parent attitudes became more positive. There was moderate success in terms of improved racial balance at five of the schools. Baseline data had shown large differences between majority and minority achievement in these schools; the greatest successes in improving achievement were at the elementary level. The two schools with the full-time instructional technology resource teachers had the greatest success in reaching academic goals in both reading and mathematics. The grant program has demonstrated that technology can improve instruction and achievement if well implemented. Six attachments present overall evaluation results, a glossary, and supplemental materials about the program. (Contains 29 tables and 3 references.) (SLD)

ED 395 985 TM 025 148

Fraas, John W.; Newman, Isadore
The Importance of Analyzing Longitudinal Data in a Formative Evaluation Process: Applying Statistical Quality Control Techniques.
PUB DATE- Feb 96
NOTE- 27p.; Paper presented at the Annual Meeting of the Eastern Educational Research Association (Boston, MA, February 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Data Analysis; *Educational Change; Feedback; *Formative Evaluation; *Longitudinal Studies; Outcomes of Education; Program Evaluation; *Quality Control; Systems Approach; Teacher Evaluation; Teaching Methods; *Total Quality Management
IDENTIFIERS- Western Electric

One may receive the most benefit from an evaluation of an educational program or the performance of a teacher if the evaluation process is approached from a Total Quality Management (TQM) point of view. Under the philosophy of TQM, the purpose of any evaluation process is to provide feedback for the continual improvement of the educational process that is being evaluated. In the process of obtaining this feedback, the evaluator must be cognizant of two concepts that are basic to the TQM philosophy. First, an educational program or the work of a teacher can be viewed as a system. Second, since every system is impacted by numerous factors, any outcome defined by the organization's PA form (case analysis and preparation skills, advocacy and communication skills, and role attitude, work habits, and leadership skills) was studied for 142 attorneys for one year and 174 for the second year. Results supported the assertion that performance appraisals by the attorney supervisors could be accurately summarized in the broad performance categories. Rater goal-directed PA theory provided a framework for interpreting these research results. (Contains 2 tables and 14 references.) (SLD)

ED 396 004 TM 025 345

Wolfe, Edward W.
Student Reflection in Portfolio Assessment.
PUB DATE- Apr 96
NOTE- 17p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (New York, NY, April 9-11, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Criteria; Educational Assessment; Evaluation Methods; Language Arts; Mathematics; *Performance Based Assessment; *Portfolio Assessment; Portfolios (Background Materials); Sciences; *Scoring; Secondary Education; *Secondary School Students; Self Evaluation (Individuals); *Student Evaluation
IDENTIFIERS- Large Scale Programs; *Reflection Process; *Self Reflection

This paper reports the results of a large-scale portfolio pilot in which over 2,000 secondary students submitted portfolios in language arts, mathematics, and science classes. Students were asked to select work for their portfolios based on the criteria that would be used to evaluate the work. Students also reflected on how their work satisfied the scoring criteria and wrote a self-reflective cover letter to the reader of the portfolio. Thirty-six of these cover letters were reviewed. A report of the ways students responded to the task and specific types of outcomes that may be achieved with language arts portfolios is presented. Findings show that, through the use of large-scale portfolio assessment, students can realize educational outcomes that are not afforded in an educational system that focuses on traditional goals such as acquiring content knowledge and performing well on standardized multiple-choice tests. Students in this study were able to reflect on and formulate statements about their personal beliefs and values, their understandings of themselves as learners and writers, their abilities and skills as writers, and their goals and aspirations. An appendix presents directions for writing the cover letter. (SLD)

ED 396 005 TM 025 346

Wolfe, Edward W.; Kao, Chi-Wen
The Relationship between Scoring Procedures and Focus and the Reliability of Direct Writing Assessment Scores.
PUB DATE- 8 Apr 96
NOTE- 14p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference

individual students, helping them focus on discipline as positive behavior. Investment programs such as tutoring, counseling, jobs, and recreation and youth facilities would be more cost-effective in the long-run than such measures as hiring more security. The second essay, "Gang Activity at School: Prevention Strategies," by Shirley Lal, reviews what is known about gangs and their impact and consequences in schools. It also suggests a variety of strategies for preventing gang activity and altering negative gang behavior. The final essay, "School Violence and the Legal Rights of Students: Selected Issues," by Dorianne Beyer, considers the effects of the public perception of widespread and growing school violence, which leads to a situation in which the rights of school administrators come to take precedence over the rights of students when school safety is at stake. The current judicial trend highlights society's fears and disrespect for children. Contains a total of 90 references. (SLD)

ED 396 022 UD 030 963

Otterbourg, Susan D.
Education Today Parent Involvement Handbook. Second Edition.
PUB DATE- 96
NOTE- 114p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Academic Achievement; Education Work Relationship; Elementary Secondary Education; *Family School Relationship; Learning Disabilities; Parent Child Relationship; *Parent Participation; *Partnerships in Education; Preschool Education; *School Choice; Student Attitudes

Research shows that family involvement in education leads to long-term achievement, positive attitudes, and more effective schools. Families can participate in the schools in a number of ways. Parent involvement begins with teaching in the home when the child is small and continues through preschool programs. Once the child is ready for public education, parent involvement should continue. Issues of school choice are important in many communities, and parents must educate themselves to make wise choices. As school years progress, parents need to be aware of possible problems and to understand school procedures and what is expected of the child. Extra involvement is necessary, e.g., creating an individualized education plan, in the case of a learning disability. In addition to the specific help the parent's own child might require, parents have an obligation to help improve education for all children. Parent involvement should continue into programs and activities for time away from school, and it should continue, even though its focus may change, as the child enters middle school and high school. College preparation and preparation for work also require parent participation to ensure the best possible education for one's own child and other children. Resource organizations and suggestions for further reading accompany each chapter. (SLD)

ED 396 023 UD 030 964

Jones, Byrd L.; Maloy, Robert W.
Schools for an Information Age. Reconstructing Foundations for Learning and Teaching.

Olsen, Laurie
From Nation to Race: The Americanization of Immigrants in a High School of the 1990s.
PUB DATE- Apr 96
NOTE- 31p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12, 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Access to Education; *Acculturation; Cultural Differences; Cultural Pluralism; English (Second Language); Equal Education; Ethnic Groups; Grouping (Instructional Purposes); High Schools; *High School Students; *Immigrants; *Limited English Speaking; *Racial Differences; *Track System (Education)
IDENTIFIERS- Marginality

An ethnographic study in an urban high school in California examines the ways in which immigrant students adapt in a community that is becoming increasingly multicultural. Individual biographies explored the shaping of self and each other for 10 female students and 5 teachers. Interviews and day to day observations were used to gain a picture of the school. The story of the high school is really the story of three seemingly different worlds, represented by recent immigrants (English-as-a-Second-Language students), the other students, and the faculty and administration. The division of the school community into these three groups is brought about by the marginalization and separation of immigrant students academically, the requirement that they become English-speaking and drop their native languages in order to participate in the academic and social life of the school, and the insistent pressure to find and take a place in the racial hierarchy of the United States. The grim reality is that those students who do not speak English well are tracked, separated, provided with inadequate instruction and instructional materials, and denied access to core content areas. There are no simple solutions to these obstacles. (SLD)

ED 396 043 UD 030 999

Moore, Rock
Creating a Culture of Learning for Diverse Student Populations.
PUB DATE- 13 Apr 96
NOTE- 20p.; Paper presented at the Annual Meeting of the Reading Association of Kansas (Salina, KS, April 11-13, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Failure; *Constructivism (Learning); Cultural Differences; Cultural Pluralism; Educational Environment; Elementary Secondary Education; Instructional Effectiveness; *Literacy; *School Culture; *Teaching Methods
IDENTIFIERS- Student Empowerment

The number of students failing in school has risen drastically in the past few years. Because of this, many educators are revisiting traditional practices and infusing effective tools that can enhance and promote literacy skills for all students. This process requires not only that teachers integrate content,

to use the Internet to actually applying it, by training faculty and students and involving it in classroom instruction. Part 3, "Integrating the Internet with Curriculum," describes projects at four schools that involve incorporating Internet skills into the curriculum. Part 4, "Publishing on the Web," examines both the technical and educational aspects of World Wide Web publishing in schools. The Postscript, "Learning with the Internet: Prospects for Tomorrow," discusses the educational environment, computer literacy, and virtual communities as crucial interrelated elements of an increasingly technologically-driven world. In addition, appendices include a list of the Internet sites referenced in the book, a list of additional educational Internet sites, and a bibliography. (Author/AEF)

these existing programs, proposed strategies include providing refresher courses or fundamentals classes for underprepared students, offering remedial classes in civics to assist non-native students, and providing faculty or paraprofessional assistance to students in college-level skills classes through laboratory sessions. (TGI)

ED 395 613 JC 960 364

Smith, Walter L.
Education Reform in South Africa: Preparing for Higher Education beyond Apartheid.
PUB DATE- 19 Mar 96
NOTE- 20p.; Paper presented at "Investing in South Africa," a conference sponsored by the Coast Community College District (Costa Mesa, CA, March 19, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Access to Education; College Planning; *Community Colleges; *Educational Change; Educational Cooperation; *Educational Development; *Educational Needs; Equal Education; Foreign Countries; *International Cooperation; Partnerships in Education; Two Year Colleges
IDENTIFIERS- *South Africa

From 1948 to 1994, the Republic of South Africa (RSA) maintained 15 different departments of education and separate educational systems, signifying the inequality in educational opportunities throughout the era of apartheid. Even before the new democratic system of government ushered in with the 1994 elections, however, the possibility of establishing a community college system in the country had been explored. At a 1992 education conference, for example, it was recommended that South Africa's educational system be open to all and that there be flexibility between formal and non-formal training. Since tertiary institutions in the country had historically been designed to maintain a highly selective process in admitting students into the universities, the concept of open access community colleges was met with resistance from some of the leaders of higher education. With the opening of Funda Community College in fall 1995 as the first American-style community college in the RSA, however, the government has begun to take the concept of the colleges seriously. Currently, efforts are underway and legislation is in process to improve community college leadership and articulation; encourage partnerships with RSA universities and "technikons," or vocational schools; and define national standards. Finally, American colleges and universities can play a vital role in helping the RSA deal with issues related to establishing funding mechanisms, training teachers, adjusting institutional missions, and developing curricula. (TGI) grades in student evaluations, the Board of Governors of the California Community Colleges (CCC) does not allow the use of such a grading system. Since 1985, the CCC's Academic Senate has lobbied the Board to allow local governing boards to decide whether plus and minus signs can be used, and whether they would appear on student transcripts and figure into grade point averages (GPAs). The primary motivation for using plus/minus grading is the ethical obligation to ensure consistent, fair, and accurate evaluations of student performance. In addition, it would enhance efforts to be accountable to student needs and would improve equity in grading. Under the current system, student achievement can differ by nearly 25% and still result in the same grade and grade value for GPAs. Implementation of a plus/minus system would have positive effects on student motivation, as well as on student retention, persistence, and success, due to the fact that it would provide more accurate information on student performance and help inform efforts to improve curricula and pedagogy. Finally, the proposed system does not include a "C-" grade, and thus would not affect financial aid qualification, students' ability to transfer, or systemwide GPA. (TGI)

Community Programs; School Community Relationship; Two Year Colleges; *Urban Youth; *Violence; Youth Opportunities; *Youth Programs
IDENTIFIERS- *Tennessee (Knoxville)

In response to the escalation of violent crime among youth in Knoxville, Tennessee, two partnerships have been developed by Pellissippi State Technical Community College (PSTCC), a university and the K-12 system in the Greater Knoxville area, and community leaders to provide non-violent alternatives for youth. The first effort, the annual Greater Knoxville Martin Luther King, Jr., Youth Symposium is designed to introduce non-violent alternatives to participants through the use of small group dialogue, collaboration, interactive role play, skits, and video case studies. Held since 1989, symposium staff include volunteers from PSTCC and community organizations. The second effort, the Leadership 8 partnership between a local anti-violence coalition and Vine Middle School, is designed to provide time and resources to the school's 8th grade class to help them make the transition to high school. In designing collaborative programs for inner city youth, organizers should make an honest self-assessment, examining the reasons for developing the program and personal attitudes about youth and the inner city; collaborate with others for a sustained effort; use targeted brainstorming to plan activities, and programs; focus efforts on specific goals; and contact corporate sponsors and interested participants in a timely manner. A list of 19 related groups providing shared resources and 3 educational programs and videos is appended. (TGI)

about the need for ongoing professional development programs. Family involvement will also be brought out as a key factor to successful inclusion, as seen through "He's My Brother," by Joe Lasker, as will the need for continued research. The proposal concludes with a position statement on inclusion by the Louisiana Early Childhood Association (LAECA). (AA)

ED 395 668 PS 024 201

Theilheimer, Ish, Ed.; Eisner, Kathy, Ed.
A Snowball's Chance? Communities and Families Working To Prevent Youth Crime = Effet de boule de neige? Les communautes et les familles collaborent a la prevention de la criminalite chez les jeunes.
PUB DATE- Mar 96
NOTE- 33p.
LANGUAGE- English; French
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022),Collected Works - Serials (022),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Accountability; Aggression; Community Action; Community Involvement; Community Programs; *Crime; *Crime Prevention; *Delinquency; Delinquent Rehabilitation; Foreign Countries; *Juvenile Justice; Neighborhood Improvement; Program Descriptions; Social Environment; *Socialization; Social Problems; *Volunteers; Workshops; Youth Problems
IDENTIFIERS- Canada

This issue of the Canadian quarterly "Transitions," in French and English language versions, examines the prevention of youth crime, with a specific focus on activities, trends, and research dealing with Canadian families. Major articles in this issue are: (1) "A Snowball's Chance? Communities and Families Working to Prevent Youth Crime," which presents views from several key members of the National Crime Prevention Council on creating prevention programs that work, profiles of community success stories from across Canada, and a page of little-known facts on youth crime; (2) "Bailing Out on Future Generations," in which Dr. Robert Glossop argues that cutbacks in social programs are endangering the prospects of the next generation; and (3) "Working without a (Social Safety) Net," in which Ellen Adelberg talks with researchers Paul Reed and Michael Hall about the effects of government downsizing and downloading in education and social program spending on voluntary organizations. Other brief articles and columns discuss the increase in the availability of temporary jobs, the sponsoring of the Children's Choice Award for TV programs, and information and resources on current family issues in Canada. (AA) and community partnerships; (3) "Legislative and Programmatic History"; (4) "Consultation and the Development of the NPRM"; (5) "Approach of the Proposed Rule," detailing scope and themes; (6) "Summary of the Proposed Regulation," describing objectives of the performance standards; (7) "Section by Section Discussion of the NPRM," including general objectives, the assessment process, parent involvement, medical and dental health assessment, developmental and behavioral assessment, individualization of the program, and staff qualifications. Other regulatory changes and implications are discussed, including Executive Order 12866, Regulatory Flexibility Act of 1980, and the Paperwork Reduction Act. A policy group responsibilities chart is appended. (BGC)

DESCRIPTORS- Adolescents; Adoptive Parents; *Behavior Problems; Child Custody; *Childhood Attitudes; *Child Rearing; Chronic Illness; Delinquency; Divorce; Emotional Adjustment; Family Environment; *Family Life; Fathers; Immigrants; Mothers; *Parent Attitudes; *Parent Child Relationship; Parent Responsibility; Parent Role; Young Adults; Young Children

IDENTIFIERS- Biracial Family; Hemingway (Ernest); Premenstrual Syndrome

Though not a new concept, child effect has yet to be integrated into mainstream research. This book offers a review of what is already "known" but generally ignored in the area of how children affect their parents, what kinds of children most affect their parents, and what characteristics in parents make them especially vulnerable to child effect. Following a brief introduction, the chapters of the book are: (1) "The Neglected Perspective: Children's Effect on Parents," including traditional literature and emerging theories; (2) "Areas of Parents' Lives" likely to be affected by the presence of children , including health, living space, personality, and attitudes; (3) "Determinants of Child Effect"; (4) "Theoretical Synthesis," including unavoidable and avoidable child effect; (5) "The Effect of Juvenile Delinquency"; (6) "Children's Emotional Problems and Difficult Child Episodes"; (7) "Students' Perceptions of the Effect They Have Had on Their Parents"; (8) "The Impact of Children on Divorced Parents"; (9) "Mothering Children Who Have Severe Chronic Illnesses" (Patricia McKeever); (10) "Children's Active Role in Mother's Premenstrual Syndrome" (Marion Pirie); (11) "Two Case Studies of Interracial Mothers and Daughters" (Saroj Chawla and Anne-Marie Ambert); (12) "Mother-Blaming in a Recent Hemingway Biography"; and (13) "Additional Considerations and Conclusions," including immigrant and adoptive parents, and parental gratification. Contains approximately 660 references. (HTH)

DESCRIPTORS- Assessed Valuation; *Budgets; Elementary Secondary Education; *Enrollment; Expenditure per Student; Rural Schools; School Budget Elections; School Districts; *School District Spending; School Personnel; *School Taxes; *Small Schools; Teacher Salaries; Teacher Student Ratio; Wages
IDENTIFIERS- *Montana; *Small School Districts

This report presents data comparing budgets, levies, and enrollments of small, rural schools (Class "C") in Montana for fiscal year 1995-96. The average enrollment of 49 elementary schools was 136 students; the average enrollment of 50 high schools was 69. The average total enrollment of Class "C" schools was 195. Other data presented are: (1) taxable valuation; (2) taxable valuation per Average Number Belonging (ANB); (3) general fund budgets without special education; (4) cost to general fund per ANB without special education; (5) guaranteed tax base for district per mill; (6) over base budget in dollars; (7) over base levy mills required; (8) general fund reserve as percent of general fund; (9) special education budget and full-time personnel; (10) transportation budget cost per enrollment figure; (11) teacher salaries as percent of total general fund; (12) teacher/enrollment ratio; (13) teacher salary schedules; and (14) highest teacher salary on negotiated levels. Many areas are broken down into elementary, high school, and K-12, and presented in rank order. Addendum includes salary amounts for instructional aides, noncertified staff, and extra duty salaries listed by school. (LP)

NOTE- 35p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Acculturation; American Indian Culture; *American Indian Education; *American Indian History; American Indian Reservations; Community Control; Cultural Maintenance; *Educational Change; Educational History; Educational Improvement; Elementary Secondary Education; Federal Indian Relationship; Public Schools; *Tribally Controlled Education
IDENTIFIERS- *Association of Community Tribal Schools; *Bureau of Indian Affairs Schools; Coalition of Indian Controlled School Bds CO

This document reviews the history of American Indian control of federally funded Indian schools and resulting improvements in American Indian education. The establishment of Rough Rock Demonstration School (Arizona) in 1966 marked the first time in 120 years that an Indian community was allowed to have control over its children's education. The first section includes a time line of the history of Indian controlled schooling, from 1568 when families and tribes were responsible for teaching their children, through the early 1900s when the government attempted assimilation by sending American Indian children to boarding schools, through 1995 when 100 of 188 Bureau of Indian Affairs schools were locally controlled. The second section describes the development of the Association of Community Tribal Schools and its efforts to assist tribal schools in preparing students for lifelong learning and for their role in strengthening and perpetuating traditional tribal societies. The third section describes the history, mission, purpose, and vision of eight tribally controlled schools: Rough Rock Community School (Arizona), Tolchii' Kooh Charter School (Arizona), Oneida Nation School (Wisconsin), Turtle School (Wisconsin), Laguna Middle School (New Mexico), Tiopsa Zina Tribal School (South Dakota), St. Francis Indian School (South Dakota), and Quileute Tribal School (Washington). Also included are interviews with Birgil Kills Straight, a founding member of the Coalition of Indian Controlled School Boards; Tom Miller, superintendent of Hannahville Indian School (Michigan) and board member of the Association of Community Tribal Schools; and Alison Sage, who helped establish Wyoming Indian High School and the Coalition of Indian Controlled Schools. Includes a list of tribal schools funded by the Office of Indian Education Programs. (LP)

Mathematics Education; *Mathematics Instruction; *Measurement; *Money Management; *Parent Participation
IDENTIFIERS- *Mathematics Activities

This book, written for parents, presents short mathematics activities for use with young children. Most chapters contain an overview, educational objectives, needed materials, an estimate of initial time investment, introduction and preparation instructions, and activities. Activities are grouped as follows: kitchen math, calculators, measurement, garage sale math, financial literacy, budgets, scavenger hunt math, and road games. Appendices contain a table of measures and metric equivalencies, reproducible tangram puzzle pieces, and a listing of math and related skills addressed in the book. Contains 21 references. (MKR)

ED 395 759 SE 057 762

Wartski, Bert; Wartski, Lynn Marie
Low Budget Biology 3: A Collection of Low Cost Labs and Activities.
PUB DATE- 95
NOTE- 62p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Anatomy; *Biology; Classification; Demonstrations (Science); Enzymes; Hands on Science; Population Growth; Science Activities; Science Experiments; Science Materials; Secondary Education

This document contains biology labs, demonstrations, and activities that use low budget materials. The goal is to get students involved in the learning process by experiencing biology. Each lab has a teacher preparation section which outlines the purpose of the lab, some basic information, a list of materials , and how to prepare the different solutions and chemicals. All the labs/activities/demonstrations were designed for 55 minute lab periods. Labs and activities include: Lactase Enzyme Lab, The Rate of Paperase Lab, Gelatin and Enzyme Activity, Protein Shape Activity, Protein Synthesis, Proteins, and Mutations Activity, Simple and Small Song, Amylase Regulation in Prokaryotes, Classification Activity, Guard Cell Observation Lab, Twig Anatomy Activity, Upper Arm Model, Hormone Match Game, and Population Estimation and Growth Simulation. (JRH) preparation of materials; (5) directions for use; and (6) reflections of the teacher after using the lesson. (MKR)

ED 395 780   SE 058 327

Rye, James A.; Rubba, Peter A.
An Exploratory Study of the Concept Map as a Tool To Facilitate the Externalization of Students' Understandings about Global Atmospheric Change in the Interview Setting.
SPONS. AGENCY- National Science Foundation, Arlington, VA.; Pennsylvania State Univ., University Park. Coll. of Education.
PUB DATE- Apr 96
NOTE- 45p.; Paper presented at the Annual Meeting of the National Association for Research in Science Teaching (69th, St. Louis, MO, March 31-April 3, 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Concept Formation; Global Warming; *Interviews; *Science and Society; *Scientific Concepts; Secondary Education
IDENTIFIERS- Concept Mapping; *Concept Maps

The primary purpose of this study was to investigate the effectiveness of two different types of post-instruction concept interviews: one that did and one that did not embed a concept mapping process as means of eliciting students' post-instruction conceptual understandings about the nature of, source of, and problems caused by chlorofluorocarbons (CFCs). The study also tried to determine any effect by the addition of the independent variable, student to expert Pathfinder Network Similarity Index (PFNSI) on the prediction of the criterion measure of accordance (ACCORD). The study also sought to elicit students' perceptions of the process instituted in the interviews to determine what they know. Data was collected from eighth grade physical science students and their teacher using open-ended interviews. Findings indicate an interview that embedded a concept mapping process (compared to an interview that excluded this process) did not affect statistically significant changes in the externalization of students' conceptual understandings. Another finding was that PFNSI had predictive validity for performance in the interview on the measure of ACCORD and proved to be a reliable confirmatory measure of the degree to which students held an ideal post-instructional understanding. Contains 67 references. (JRH)

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Persistence; *Enrollment; Higher Education; *Physics; *Student Attitudes; Student Attrition; Undergraduate Students

This paper reports on research undertaken to provide information about the factors influencing student persistence in undergraduate physics programs at the University of Montreal in Quebec, Canada. Data collection methods included student interviews, faculty and staff interviews, and two separate questionnaire administrations to students enrolled in the physics programs. Findings indicate that approximately 50% of students registered for courses do not attend classes, either the week before final exams in the second term or shortly after the mid-term exams in the first term. Many students were found to have a very limited appreciation of what they could actually do with a degree in physics. While analyzing the differences between the students who continued in their physics studies and those who did not, the only significant difference came from students' perceptions of their potential success and their skills and knowledge. Contains 18 references. (JRH)

Strategies, includes the following chapters: (4) "Children Making Paper Planes" (Sue Atkinson); (5) "Talking it Through: Young Children Thinking Science" (Maulfry Hayton); and (6) "Starting Science From Talking, Listening, and Questioning" (Rosemary Stickland). Section C, Teachers' Stories, includes the following chapters: (7) "Developing Children's Understanding of Their Bodies" (Careen Leslie); (8) "Putting the Green Back Into Plants" (Vicky Bresnan); (9) "A Moving Experience" (Marita Corra); (10) "Straight Bits and Bendy Bits: An Exploration of Paper Bridges" (Lindsey Weimers); (11) "Exploring Telephones" (Jan Elliot); (12) "Science From a Building Site" (Sue Atkinson); (13) "Exploring Outer Space" (Karina Sargeson); (14) "Helping to Save our Planet" (Karina Sargeson); (15) "Them Bones, Them Bones are Not All Dry!" (Mary Sofo); (16) "What Is the University Made Of?" (Jan Elliot); and (17) "Rock Week" (Jill Jesson). Section D, A Practical Approach, includes the following chapters: (18) "How Can I Organize Myself?" (Sue Atkinson); (19) "Writing a Primary Science Policy" (Graham Peacock); (20) "Assessment and Achievement" (Shirley Clarke); (21) "Getting Better at Investigations" (Robin Smith); and (22) "Conclusions" (Sue Atkinson). Contains 53 references. (JRH)

Art Processes"; (3) "Toxic Substances"; (4) "Using Clay, Glazes, and Kilns Safely in the Classroom" (Mary Daniels); (5) "Ventilation"; (6) "Safety Tips"; (7) "Liability"; (8) "Monoprinting on Plexiglass" (Wing Chow); (9) "Easy Stained Glass Work"; (10) "Non-Glaze Finishes for Clay" (Arlene Smith); (11) "Safety Symbols"; and (12) "Resources for Art Safety." (MM)

ED 395 845 SO 025 589

Integrating Art.
PUB DATE- 91
NOTE- 43p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reports - Descriptive (Program/Project Descriptions) (141),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Art Education; Elementary Secondary Education; Fine Arts; Foreign Countries; Freehand Drawing; *Integrated Curriculum; *Interdisciplinary Approach; Language Arts; Music Activities; Science Activities; Social Studies; Thematic Approach; Visual Arts
IDENTIFIERS- Canada; Masks

These articles focus on art as a component of interdisciplinary integration. (1) "Integrated Curriculum and the Visual Arts" (Anna Kindler) considers various aspects of integration and implications for art education. (2) "Integration: The New Literacy" (Tim Varro) illustrates how the use of technology can facilitate cross-curricular integration. (3) "Secrets in the Garden" (Gail Duthie) presents five lesson plans from a theme unit on food and botany. These link art, language arts, and science through hands-on science activities. (4) "Connecting Commonalities" (Sharon McCoubrey) gives a visual model, example, and explanation of what an integrated unit might look like. (5) "Integration" (Kit Grauer) presents further implications for the arts and integrated disciplines. (6) "Masks, an Integrated Theme Unit" (Pamela Wallis) includes lesson plans that involve art/language arts, music, movement, mime, social studies, and mathematics/science in the integrating theme. The last article (7) "Drawing in the Integrated Curriculum" (Bob Steele) presents drawing as a basic language and form of representation that has application in all subject areas. (MM)

Education; *Cultural Context; Early Childhood Education;
Foreign Countries; Japanese Culture; Multicultural Education;
Refugees; *School Community Relationship; Teacher Education;
Visual Arts; War
IDENTIFIERS- Bosnia and Herzegovina; Croatia; Reggio Emilia
Approach

Art in context of community is the theme of this newsletter. The theme is introduced in an editorial "Community-Enlarging the Definition" (Kit Grauer). Related articles include: (1) "The Children's Bridge is not Destroyed: Heart in the Middle of the World" (Emil Robert Tanay); (2) "Making Bridges: The Sock Doll Project" (Anami Naths); (3) "Community Arts: Society & Culture" (Maro Socratous Tozzetti); (4) "Teacher Education in Eatonville, Florida: Building on Zona Neale Hurston's Legacy" (Kristin G. Congdon); (5) "Reggio Emilia: Early Childhood Education Links" (Sally A. Meyers); (6) "A Community of Teachers: Anything That Is Worth Doing Is Worth Overdoing" (Enid Zimmerman); (7) "A Community Context into Art Classes" (M. Cristina Biazus); (8) "Educacion Para El Siglo XXI" (Olga Blinder); (9) "The Outing of School Art: Art, Design & Community" (Stuart MacDonald); (10) "A Regina Community Project with National Flavour" (Tanya McElree); and (11) "Community, Identity, & Japanese Aesthetics: Culture of Being 'cute' (Kawaii)" (Itsuro Ikeuchi). This issue also contains a special homage to Eleanor Hipwell. (NP)

trade; (3) "Freedom and the African Cultural Diaspora"; (4) "Getting Started on Your Search" suggests using graveyards, heirlooms, and oral tradition as sources; (5) "The Census, and What It Doesn't Tell"; (6) "Searching for Slaves" discusses colored troops, county deed books, and early Black organizations; (7) "High-Tech Genealogy"; (8) "Nontraditional Families and Family Issues"; and (9) "Preserving Your Family History." Each chapter contains a resources section for further research. (EH)

ED 395 888 SO 026 426

Johnson, Anne E.
A Student's Guide to British American Genealogy. Oryx American Family Tree Series.
PUB DATE- 96
NOTE- 168p.; For related items, see SO 026 424-427.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Anglo Americans; *Family History; Foreign Countries; *Genealogy; Global Education; *Immigration; Multicultural Education; *Oral History; *United States History
IDENTIFIERS- English Americans; Great Britain

This book offers a guide to the study of genealogy, or family history, through the use of historical documents, artifacts, and private records. Intended mainly for students who wish to trace their family roots, the book also can be used by anyone interested in the lives of British Americans throughout the years. Chapters describe how to find records that are publicly available. The table of contents includes: (1) "Why Trace Your Roots?"; (2) "Celebrating Heritage"; (3) "The Land of Your Ancestors" includes Scottish, English, and Welsh traditions; (4) "Your Ancestors Were Immigrants" discusses America during the Colonial period, emigration from England, Scotland, and Wales to America, languages, music and dance; (5) "Getting Started"; (6) "Documents and Libraries"; (7) "The Idea of Lineage" includes names, clans, mobility, titles, coats of arms, and heraldry; and (8) "Preserving What You Find." (EH)

Association of Teacher Educators (76th, St. Louis, MO, February 24-28, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College School Cooperation; Educational Change; *Educational Innovation; Elementary Schools; Elementary Secondary Education; Higher Education; High Schools; *Partnerships in Education; *Preservice Teacher Education; Public Schools; *Teacher Collaboration; Teaching Models
IDENTIFIERS- *Montana State University

A partnership was developed between the Bozeman (Montana) Public School District (BPSD) and the Montana State University (MSU) College of Education, Health, and Human Development. The purpose of the partnership was to foster collaboration between the two groups to improve the quality of K-12 education in the Bozeman District and to improve the preparation of teachers at MSU. The BPSD/MSU partnership was carried out primarily by committees, made up of personnel from MSU and BPSD, charged with facilitating communication between the university and the district and making recommendations regarding needed programs and procedures. Committees included the Field Placement Advisory Committee and the Early Childhood Education Committee. Individual partnerships, collaborative arrangements between educational professionals in areas such as team teaching and co-development of instructional materials also played an important role. The partnership resulted in: (1) revitalization of teachers and administrators; (2) more alternative viewpoints in problem solving efforts; (3) elimination of duplication of services; (4) encouragement of collegial interaction and professional talk; (5) narrowing the gap between research and practice; (6) shaping of educational goals; (7) educational leadership in the community; (8) networking; and (9) personnel growth. The partnership was a continuous reminder of what can be done to improve schools. (ND)

This publication presents 98 papers reflecting the goals of the Association for Experiential Education, with roots in adventure education, which promotes the development, practice, and evaluation of experiential learning in all settings. Topics of the papers include: educational practices on all levels, recreation, outdoor adventure programming, mental health and therapeutic activities, youth service, physical education management development training, correctional education, career development, programming for people with disabilities, values education, and environmental education. (JPB)

ED 395 924   SP 036 762

Taylor, Howard Eugene
Practical Suggestions for Teaching Global Education. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Jun 96
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Classroom Techniques; Community Resources; *Cooperative Learning; *Educational Resources; Educational Strategies; Elementary Secondary Education; *Global Education; Internet; *Learning Activities; Resource Materials; *Teaching Methods; World Wide Web
IDENTIFIERS- ERIC Digests

This Digest draws on current practices in global education to provide teachers with practical suggestions regarding instructional and technological resources as well as the use of cooperative learning approaches. Readily accessible instructional resources for teaching global education include: (1) local communities, e.g., volunteer organizations, businesses, and churches; (2) cross-cultural experiences of teachers and colleagues; (3) students with cross-cultural experiences; (4) field trips to local sites that demonstrate community and regional global historic connections; and (5) sites available on the Internet (some are suggested). Through cooperative learning activities, teachers meet the needs of diverse students and prepare all students for successful global cooperation and competition. Suggestions to consider when using cooperative learning strategies include: leading discussions on the need to work in heterogeneous groups; providing students with team-building activities; maximizing heterogeneity; grading students individually; having students complete peer reviews of cooperative effort; and providing achievement targets and times in the assignment directions. (LL)

Constructed-Response Item.
PUB DATE- Jun 89
NOTE- 49p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Computer Science; *Constructed Response; *Expert Systems; High Schools; *High School Seniors; Problem Solving; Programming; Reliability; *Scoring; Standardized Tests; Test Construction; *Test Items
IDENTIFIERS- Advanced Placement Examinations (CEEB); *Constraints; Free Response Test Items; Large Scale Programs

The use of constructed response items in large scale standardized testing has been hampered by the costs and difficulties associated with obtaining reliable scores. The advent of expert systems may signal the eventual removal of this impediment. This study investigated the accuracy with which expert systems could score a new, non-multiple choice item type. The item type presents a faulty solution to a computer programming problem and asks the student to correct the solution. This item type was administered to a sample of high school seniors enrolled in an Advanced Placement course in Computer Science who also took the Advanced Placement Computer Science (APCS) Test. Results from 737 students for the first problem and 734 of these students for the second problem indicate that the expert systems were able to produce scores for between 82% and 97% of the solutions encountered and to display high agreement with a human reader on which solutions were and were not correct. Diagnoses of the specific errors produced by students were less accurate. Correlations with scores on the objective and free-response selections of the APCS examination were moderate. Implications for additional research and for testing practice are offered. Appendix A presents the faulty solutions problems, and Appendix B gives the correlation matrices for the APCS and the problems. (Contains 10 tables and 17 references.) (Author/SLD)

SPONS. AGENCY- American Society for Engineering Education, Washington, D.C.; Army Research Office, Durham, N.C.; Department of the Navy, Washington, D.C.; Navy Personnel Research and Development Center, San Diego, Calif.
PUB DATE- Mar 89
NOTE- 67p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Achievement Need; *Biographical Inventories; *Educational Assessment; Emotional Development; Higher Education; Interpersonal Competence; Item Analysis; *Leadership; Measurement Techniques; *Military Personnel; Personality Traits; *Test Construction; Test Validity
IDENTIFIERS- *Naval Academy MD; Navy

The aim of this study was to construct and validate a biographical inventory to measure personality traits that are predictive of leadership. The experimental inventory, consisting of tentative scales for Dominance, Emotional Stability, Need for Achievement, Self-Confidence, and Sociability, was administered to 642 incoming midshipmen at the Naval Academy. The tentative scales were item analyzed, and the validity of the final scales was appraised against subsequent peer ratings of the traits and of leadership, as well as against first-semester grades that may reflect leadership (Military Performance and Professional Military Quality Point Rating). The Sociability, Dominance, and Need for Achievement scales demonstrated convergent and discriminant validity and correlated with the leadership criteria; the Emotional Stability and Self-Confidence scales showed no signs of validity. Although the level of validity was often modest, the Sociability scale correlated appreciably (0.28) with the peer rating of leadership, suggesting that this measure may have practical value in assessing leadership potential. (Contains 1 figure, 15 tables, and 16 references.) (Author/SLD) variable of the system will experience variation. The implication of these two concepts is that an educational evaluator must be able to separate the impact of a change in an educational system from the noise of that system. This paper discusses how an evaluator can increase the ability of an individual values chart to separate a signal in an outcome variable, a signal caused by a change in the educational program or in the teacher's pedagogical practices, from the normal variation found in that variable when the chart is used in conjunction with the Western Electric Zone tests. In an individual values chart, the outcome variable is plotted on a chart in which the time factor and the outcome variable are placed on the X axis and Y axis respectively. The Western Electric Company has proposed four statistical control detection tests to be used in conjunction with control charts to increase the chances of detecting such a signal. (Contains two tables, three figures, and nine references.) (Author/SLD)

Papers, "Papers Presented at..." (150)
DESCRIPTORS- Content Analysis; Educational Assessment; *Essays; Evaluation Methods; *Evaluators; *Scoring; *Test Reliability; Test Use; *Writing Tests
IDENTIFIERS- *Direct Assessment; Monitoring

This paper reports the results of an analysis of the relationship between scorer behaviors and score variability. Thirty-six essay scorers were interviewed and asked to perform a think-aloud task as they scored 24 essays. Each comment made by a scorer was coded according to its content focus (i.e. appearance, assignment, mechanics, communication, organization, story, or style) and its processing action (i.e. diagnose, monitor, review, or rationale). The number of comments made by each scorer that fell into each of these categories was regressed onto the variability of the scores assigned to each of the 24 essays. The results show that direct writing assessment scores are less reliable on essays for which scorers focus on abstract and difficult-to-define features. More specifically, these scorers showed less agreement for essays when their evaluative comments focused on the way the story is communicated by the writer and the way that the writer's sentence structure, vocabulary, and voice convey an individual's writing style. Scorers were also more likely to use less efficient scoring strategies for essays such as these. That is, they were more likely to break the scoring task down into subtasks by using a monitoring strategy. They were also more likely to diagnose ways that the writing could be improved. (Author)

PUB DATE- 96
NOTE- 406p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; Cooperation; *Educational Change; Educational Technology; Elementary Secondary Education; Futures (of Society); Information Networks; Learning; *School Restructuring; *Teacher Role; Teaching Methods; *Technological Advancement
IDENTIFIERS- *Information Age; Paradigm Shifts; *Social Constructivism; Student Empowerment

Prospective and experienced educators are invited to envision new schools for the emerging information age by this book, which rests on the belief that information technologies will generate new ways for people to make sense of their lives. It is argued that the narrative that made sense of industrial progress has been broken, and that it is no longer unquestionable that academic achievement will bring higher income and a satisfying life. Schools may change their missions and may begin to teach for cooperation rather than for competition to reflect new social goals. The first chapter introduces socially constructed meaning systems and considers the views of social scientists and educators about current prospects for education. Chapter 2 summaries alternative accounts of industrial-era schooling, and Chapter 3 examines the dysfunctional tensions evident in teachers' roles and school structures. Chapters 4 through 6 present contemporary accounts of school dilemmas in the social structure. The final four chapters advance possibilities for participatory learning in light of current educational structures and the changes technology will bring. The conclusion discusses empowering students for the information age. (Contains 7 figures, 11 tables, and 288 references.) (SLD)

but also that they elucidate the students' cognitive abilities in processing and decoding messages within the classroom context and environment. The paper addresses some of the methodologies for accomplishing these goals, and makes suggestions to help teachers involve students actively in classroom discussions and implement other nontraditional pedagogies to promote and sustain an ambiance of learning within the classroom. A responsive pedagogy derived from cognitive, social, and contextual constructivist perspectives would use students' present knowledge and experiences as a foundation for new learning. A classroom pedagogy that focuses on empowering students and creating a culture of learning will have a positive impact on all individuals concerned in the classroom today and as contributors and leaders of society tomorrow. (Contains 26 references.) (SLD)

ED 396 044   UD 031 000

Reducing the Number of New Jersey School Districts:
  Regionalization and Consolidation Options.
PUB DATE- Apr 96
NOTE- 80p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Consolidated Schools; Educational Finance;
  *Educational Policy; Elementary Secondary Education; *Financial
  Support; *Mergers; Policy Formation; Public Opinion; *School
  District Reorganization; School Districts; School District
  Size; School District Wealth; State Legislation
IDENTIFIERS- *New Jersey

The relatively high number of school districts in New Jersey, with a legacy of a strong local home rule heritage, has been of interest to policymakers for many years. In the past few years, concerns for cost, educational equity, and program quality have brought new interest in consolidating these districts. Of the state's 603 local school districts, 281 have fewer than 1,000 students, and 146 have fewer than 500. It appears that limited progress toward school district consolidation could be achieved through strengthening financial incentives, facilitating public understanding of the advantages, eliminating statutory barriers, expanding state technical support, and encouraging regional approaches to such areas as transportation and school construction. This review of reports prepared for local districts, accompanied by interviews with district administrative personnel, offers a clearer picture of the regionalization process and its associated problems. Public perception does not favor regionalization at present, and the state's relatively high dependence on the property tax means that financial aid or financial penalties will probably be necessary to encourage mergers. Recommendations are made to encourage consolidation, by demonstrating that regional systems produce substantial operational savings, better program offerings, and improved facilities. It is noted that the smaller, poorer districts, those most likely to benefit from regionalization, are the least likely to be able to afford it. (Contains 2 figures and 6 tables.) (SLD)

ED 396 045   UD 031 001

Raywid, Mary Anne
Taking Stock: The Movement To Create Mini-Schools, Schools-within-
  Schools, and Separate Small Schools. Urban Diversity Series No.
  108.

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SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- Apr 96
NOTE- 72p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Academic Achievement; Attendance; *Educational Change; Elementary Secondary Education; Participation; *Professional Development; School Restructuring; *School Size; *Small Schools; Student Attitudes; *Urban Schools
IDENTIFIERS- *House School

Many educators see school downsizing efforts as the linchpin of school restructuring. Several forms that school downsizing efforts are taking are explored, along with a discussion of the reasons for which small schools are being established. The types of subschools that are being launched (houses, mini-schools, schools-within-schools) are described. The largely exploratory study is derived from an extensive review of the literature and documentation, evaluation, and policy studies of 22 schools-within-schools and small schools conducted over the past 15 years. Experiences in three cities, New York (New York), Philadelphia (Pennsylvania), and Chicago (Illinois), are highlighted. The evidence suggests that there are multiple reasons for downsizing, notably the enhancement of commitment and performance and the development of teachers and students. A number of subunits, subschools, and small schools have been quite successful in achieving better attendance, more positive attitudes, and greater achievement. Schools that have been designed and operated as distinctive and autonomous entities have had a better chance of success. While downsizing is clearly no magic bullet, it can increase student participation, reduce dropouts, improve achievement, and enhance teacher efficacy. (Contains 2 figures and 136 references.) (SLD)

ED 396 046 UD 031 002

Combating Violence and Delinquency: The National Juvenile Justice Action Plan. Summary.
PUB DATE- Mar 96
NOTE- 43p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Child Abuse; *Community Involvement; *Delinquency; Drug Use; Intervention; *Juvenile Justice; Outreach Programs; *Prevention; Program Development; Program Implementation; Urban Youth; Victims of Crime; *Violence; *Youth Programs
IDENTIFIERS- *Action Plans

This summary of the Coordinating Council on Juvenile Justice and Delinquency Prevention's "National Juvenile Justice Action Plan" presents innovative and effective strategies designed to reduce violence and victimization. The plan describes how communities can generate solutions and how individuals and groups can prevent or reduce violence in their own neighborhoods. As a blueprint for community action, the plan presents the following objectives: (1) provide immediate intervention and appropriate sanction and treatment for delinquent juveniles; (2) prosecute certain serious, violent, and chronic juvenile offenders in criminal court; (3) reduce youth involvement with guns, drugs, and gangs; (4) provide opportunities for children and youth; (5) break the cycle of violence by addressing youth victimization, abuse, and neglect; (6) strengthen and mobilize communities; (7) support the development of innovative approaches to research and evaluation; and (8) implement an aggressive public outreach campaign on effective strategies to combat juvenile violence. Appendix A describes the work of the Council and Appendix B lists the working group participants. Appendix C is a matrix of technical assistance resources. (Contains one figure.) (SLD)

ED 396 047 UD 031 003

Dobrin, Adam, Ed.; And Others
Statistical Handbook on Violence in America.
PUB DATE- 96
NOTE- 417p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- At Risk Persons; Costs; Death; Economic Factors; *Interpersonal Relationship; *Prevention; Public Opinion; Social Problems; Tables (Data); *Urban Problems; Urban Youth; *Victims of Crime; *Violence

This handbook assembles, in one volume, the latest data on violence in a logically ordered and well-documented format that draws on published and unpublished sources of information about violence in the United States and its major divisions. Five topical chapters deal with aspects of violence and its consequences. Chapter 1 describes patterns of interpersonal violence that result in death, and Chapter 2 characterizes other types of interpersonal violence, assault, robbery, rape, and car jacking. Groups and situations that are vulnerable or at high-risk are profiled in Chapter 3. Chapter 4 focuses on the tangible losses and measurable consequences of violence in human and economic terms. Public opinion about violence is discussed in Chapter 5. An appendix lists the 69 data sources used for the compilation. References follow the chapters. (Contains 40 figures and 337 tables.) (SLD)

ED 396 048 UD 031 004

Otchere, Freda E.
African Studies Thesaurus. Subject Headings for Library Users. Bibliographies and Indexes in Afro-American and African Studies, Number 29.
PUB DATE- 92
NOTE- 459p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reference Materials - Vocabularies/Classifications (134)
DESCRIPTORS- African Culture; African History; African Languages; *African Studies; *Black Studies; *Cataloging; Databases; Foreign Countries; *Indexing; *Subject Index Terms; User Needs (Information); *Users (Information)
IDENTIFIERS- *Africa (Sub Sahara)

This thesaurus identifies nearly 4,000 subject heading terms that pertain specifically to the 41 countries that make up Africa south of the Sahara. The process of identifying these terms began with a search through the "Library of Congress Subject Headings," followed by searches of other subject heading materials and bibliographic databases. Additional cross references and references to African languages, peoples, and countries were added, so that the final listing contains references to over 600 African peoples and nearly 600 African languages. An introduction explains how to use the thesaurus. One appendix outlines the African history classification used, and the other presents a table of subdivisions that can be added to geographical subject headings to refine searches. (SLD)

ED 396 049 UD 031 005

Schneider, Barbara, Ed.; Coleman, James S., Ed.
Parents, Their Children, and Schools.
PUB DATE- 93
NOTE- 204p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; *Family Characteristics; Family Structure; Grade 8; Junior High Schools; Junior High School Students; Minority Groups; Parent Child Relationship; *Parent Participation; *Parents as Teachers; Parent School Relationship; Parent Student Relationship; *School Readiness; Urban Schools
IDENTIFIERS- National Education Longitudinal Study 1988

The resources available to parents and the actions parents can take to further their children's education is reviewed through a collection of essays that focus on the social and economic resources of the family and by looking into the home, community, and school to see how families are involved in educational activities. The importance of parent involvement in learning that is not formally tied to the school is stressed. Information for the studies came from the National Education Longitudinal Study of 1988, a national random sample of 26,000 eighth graders and their parents, teachers, and school administrators. The following chapters are included: (1) "Parents, Their Children, and Schools: An Introduction" (Barbara Schneider); (2) "Parent Involvement in the Home, School, and Community" (Chandra Muller and David Kerbow); (3) "Family Structure Effects on Student Outcomes" (Seh-Ahn Lee); (4) "Parent Involvement and Academic Achievement: An Analysis of Family Resources Available to the Child" (Chandra Muller); (5) "Parental Intervention in the School: The Context of Minority Involvement" (David Kerbow and Annette Bernhardt); and (6) "Parent Choice and Inequality" (James S. Coleman, Kathryn S. Schiller, and Barbara Schneider). (Contains 47 tables, 21 figures, and 65 references.) (SLD)

ED 396 050 UD 031 006

Cone, Joan Kernan; And Others
Dealing with Diversity. Ensuring Success for Every Student.
PUB DATE- 96
NOTE- 100p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Black Students; Cultural Awareness; *Cultural Differences; High Schools; Junior High Schools; Life Events; Literacy; *Multicultural Education; *Reading Attitudes; Reading Instruction; *Student Experience; *Teaching Methods; Urban Schools
IDENTIFIERS- African Americans; *Diversity (Students)

Four essays consider aspects of ensuring that every child can succeed in school. The first, "Appearing Acts: Creating Readers in a High School English Class" (Joan Kernan Cone), explores the self-perceptions of students and uses them to inspire their enthusiasm for reading. The cultural sensitivity of the teacher is instrumental in making students become a community of readers. "Lessons from Students on Creating a Chance To Dream" (Sonia Nieto), uses interviews to develop 12 case studies of students from a variety of ethnic, racial, linguistic, and social-class backgrounds in junior or senior high school. The characteristics of their experiences and backgrounds that help them succeed in school are described. "Life after Death: Critical Pedagogy in an Urban Classroom" (J. Alleyne Johnson) describes the evolution of a classroom into one in which the reality of students' lives are acknowledged and addressed as central to the work of the classroom. The final essay, "Reading the World of School Literacy: Contextualizing the Experience of a Young African American Male" (Arlette Ingram Willis), examines the literacy schooling experiences of the author's son as he tries to assert himself as a learner and an African American, and argues for a reconceptualization of literacy that builds on children's backgrounds and knowledge. References follow each chapter. (SLD)

ED 396 051 UD 031 007

Irvine, Jacqueline Jordan, Ed.; Foster, Michele, Ed.
Growing Up African American in Catholic Schools.
PUB DATE- 96
NOTE- 199p.; Foreword by Janice E. Jackson.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; *Black Students; *Catholic Schools; Educational History; Elementary Secondary Education; Minority Groups; Private Education; Religious Cultural Groups; Religious Education; School Desegregation; Standards; *Student Experience; *Teacher Expectations of Students

Contributors to this volume use their own stories to demonstrate success of one institution, the Catholic school system, in educating many African Americans who have gone on to make important contributions to the community. Their own experiences are the starting points for their reflections on the historical and sociological treatment of the education of African Americans in Catholic schools. A common thread is that of the high expectations teachers held for their students regardless of race. Selections also make evident the importance of parent and community commitment. The following essays are included: (1) "The Academic Achievement of African Americans in Catholic Schools: A Review of the Literature" (Darlene Eleanor York); (2) "First Came the School: Catholic Evangelization among African Americans in the United States, 1827 to the Present" (V. P. Franklin); (3) "Making a Way Out of No Way: The Oblate Sisters of Providence and St. Frances Academy in Baltimore, Maryland, 1828 to the Present" (Vernon C. Polite); (4) "Holy Angels: Pocket of Excellence" (Portia H. Shields); (5) "Segregation and Academic Excellence: African American Catholic Schools in the South" (Jacqueline Jordan Irvine); (6) "Mea Culpa, Mea Culpa, Mea Maxima Culpa: The French Catholic School Experience" (Michele Foster); (7) "A Good Education and the Fear of God" (Mary E. Dilworth); (8) "Act Your Age, Not Your Color" (Lisa D. Delpit); (9) "Growing Up Black and Catholic in Louisiana: Personal Reflections on Catholic Education" (Antoine M. Garibaldi); (10) "I'm Going Home: A Journey to Holy Angels" (William Tate); (11) "Topsy Goes to Catholic School: Lessons Learned in Academic Excellence, Refinement, and Religion"

(Kimberly C. Ellis); and (12) "Lessons Learned: Implications for the Education of African Americans in Public Schools" (Jacqueline Jordan Irvine). References follow each chapter. (Contains five tables.) (SLD)

ED 396 052   UD 031 009

Jacob, Evelyn, Ed.; Jordan, Cathie, Ed.
Minority Education: Anthropological Perspectives. Social and Policy Issues in Education: The University of Cincinnati Series.
PUB DATE- 93
NOTE- 291p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Academic Achievement; *Cultural Differences; *Educational Anthropology; Educational Change; Educational Policy; Educational Research; *Elementary Secondary Education; *Ethnography; Immigrants; *Minority Groups; Research Methodology; Urban Schools

This volume presents an overview of current anthropological thinking on the education of minority students, bringing the perspectives of educational anthropology to bear on understanding minority education and resolving its inequities. At the core of the book are some papers from an invited session of the American Anthropological Association in 1985, supplemented by other discussions from the same area. The following chapters are included: (1) "Understanding Minority Education: Framing the Issues" (Evelyn Jacob and Cathie Jordan); (2) "Understanding Educational Anthrology: Concepts and Methods" (Evelyn Jacob and Cathie Jordan); (3) "Transformation and School Success: The Politics and Culture of Educational Achievement" (Frederick Erikson); (4) "Explaining School Failure, Producing School Success: Two Cases" (Lynn A. Vogt, Cathie Jordan, and Roland G. Tharp); (5) "Change as the Goal of Educational Research" (Luis C. Moll and Stephen Diaz); (6) "Variability in Minority School Performance: A Problem in Search of an Explanation" (John U. Obgul); (7) "The School Performance of Immigrant Minorities: A Comparative View" (Margaret A. Gibson); (8) "'Becoming Somebody': Central American Immigrants in U.S. Inner-City Schools" (Marcelo M. Suarez-Orozco); (9) "Building Our House from the Rubbish Tree: Minority-Directed Education" (Barbara Harrison); (10) "Constructing Cultural Differences and Educational Achievement in Schools" (Margaret A. Eisenhart and M. Elizabeth Graue); (11) "Resistance and Compliance in Minority Classrooms" (John D'Amato); (12) "Failure's Failure" (Perry Gilmore, Shelley Goldman, Ray McDermott, and David Smith); (13) "Ethnography and Policy: A Catalytic Combination for Change" (David Fetterman); and (14) "Ethnographic Intervention: Applying Anthropology To Affect Educational Practice" (Cathie Jordan and Evelyn Jacob). References follow each chapter. (SLD)

ED 396 053   UD 031 010

Nash, Diane; Treffinger, Don
The Mentor Kit. A Step-by-Step Guide To Creating an Effective Mentor Program in Your School and Reproducible Forms To Accompany the Mentor Program in Your School.
PUB DATE- 93
NOTE- 110p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Community Involvement; Counseling; Definitions; Elementary Secondary Education; *Interpersonal Relationship; *Mentors; *Modeling (Psychology); Problem Solving; Program Development; Program Implementation; *Tutorial Programs; Tutoring; Youth Programs

Mentorships, the art of a creatively productive person teaching, counseling, and inspiring a student with similar interests, can be the result of circumstance or they can be the result of mentorship programs engineered in the academic world. Data collected from over 25 different academic models of mentorship have been distilled into 7 key steps to implement a successful mentorship program for students. Special emphasis has been placed on creative approaches to solving the many predictable problems that generally occur in mentorship programs. The seven steps are: (1) agreeing on definitions; (2) applying persuasion to engage support for the program; (3) cultivating creative problem solving; (4) designing the best possible program model; (5) searching systematically for mentors; (6) applying the necessary encouragement for program growth; and (7) advertising the program as a product. Four reproducible forms are presented for use in mentorship programs. The first form is "The Community Connector," a form on which prospective mentors can enter their interests and information about their availability. The second form is "The Mentor Contract," through which the mentor agrees to certain responsibilities and describes a plan for the mentoring program. The contract includes evaluation forms. The "Project Checklist" outlines steps to take in the mentorship program. The final form is an evaluation of the mentorship placement. Each form is cross referenced to part of the mentorship guide. (Contains 38 references.) (SLD)

ED 396 054   UD 031 012

Moore, Kristin A.; And Others
The JOBS Evaluation: How Well Are They Faring? AFDC Families with Preschool-Aged Children in Atlanta at the Outset of the JOBS Evaluation.
SPONS. AGENCY- Office of the Assistant Secretary for Planning and Evaluation (DHHS), Washington, D.C.; Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- Sep 95
NOTE- 278p.
LANGUAGE- English
EDRS Price- MF01/PC12 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Day Care; Family Characteristics; *Job Training; Mothers; Participation; *Preschool Children; Preschool Education; Program Evaluation; *School Readiness; Stereotypes; Urban Areas; Urban Youth; *Welfare Recipients
IDENTIFIERS- *Aid to Families with Dependent Children; Georgia (Fulton County); Job Opportunities and Basic Skills Program; Welfare to Work Programs

To learn more about how welfare reform affects children, a child-focused study was conducted as part of the larger Job Opportunities and Basic Skills Training (JOBS) evaluation. This study assess the impacts of mothers' mandatory participation in welfare-to-work programs on outcomes for children using a sample of 790 participants. It provides an early look at the experiences and characteristics of mothers and their preschool-aged children receiving aid to families with dependent children in one of three sites in Fulton County (Georgia). On an assessment of school readiness, 4 in 10 children answered half or fewer than half of the items correctly, suggesting that many lack needed skills for school. Two-thirds of the women in this study have only one or two children, and most had positive attitudes toward work, findings that contradicted some common stereotypes about welfare mothers. Important changes were underway within just a few months of entering the JOBS program, with the most obvious change being the substantial increase in the proportion of children in child care on a regular basis. Women in program groups were also more likely to have participated in education or job training programs since entering the evaluation. Early data suggest that mandatory work or training has the potential to affect the lives of two generations. Five appendixes discuss study methodology, and present three instruments used in the study. (Contains 7 tables, 41 figures, 24 tables in Appendix B, and 159 references.) (SLD)

ED 396 055 UD 031 013

Moore, Kristin A., Comp.; Snyder, Nancy O., Comp.
Teen Birth Rate. Facts at a Glance.
SPONS. AGENCY- Mott (C.S.) Foundation, Flint, Mich.
PUB DATE- Jan 96
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Abortions; *Adolescents; *Birth Rate; Contraception; *Disadvantaged Youth; *Early Parenthood; Ethnicity; Family Characteristics; *Intervention; One Parent Family; Prevention; Program Development; *Sexuality; Surveys; Tables (Data); Trend Analysis; Urban Areas

Between 1986 and 1991 the teen birth rate rose by nearly one-fourth, although very small declines were evident in 1992 and 1993. This decline was concentrated among older teens; the number of births to adolescents aged 17 and younger continued to rise. The percentage of teen births that occurred outside of marriage rose to 72%. In 1991, the most recent year for which abortion data are available, U.S. teens had 858,000 pregnancies, of which 326,000 ended in abortion. Data from several surveys also confirm a trend toward earlier sex. Appropriate interventions to prevent adolescent childbearing will vary depending on the characteristics, needs, and values of the family. Disadvantaged adolescents from multiple-problem families may require early and comprehensive intervention efforts. Tables present state-by-state data on numbers of births to mothers of different ages, ethnicities, and marital status; birth rates and gonorrhea rates over time; and births to teenage mothers in large cities in 1993. (Contains two graphs and three tables.) (SLD)

ED 396 056 UD 031 014

Hanley, Mary Stone
Children of the Drum: Equity Pedagogy, Knowledge Construction, and African American Student Learning through Drama.
PUB DATE- Apr 95
NOTE- 34p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 1995).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference

Papers, "Papers Presented at..." (150)
DESCRIPTORS- Alienation; Black Culture; *Black Students; *Constructivism (Learning); Cultural Awareness; *Cultural Background; *Drama; Drama Workshops; Elementary Secondary Education; Equal Education; *Self Efficacy; *Student Attitudes; Student Motivation; Teaching Methods
IDENTIFIERS- African Americans; *Knowledge Acquisition; Student Empowerment

This paper is an analysis of a project that involved African American middle school students in a drama program that was based on their lives and the stories of their community. Students were trained in performance skills, participated in the development of a script, and then performed the script in local schools. The 10 student participants, 5 males and 5 females, were African Americans with difficulties in school ranging from occasional or perpetual alienation and boredom to disruptive behavior. The drama program was inherently culturally relevant and based on the core values of African American culture. Students were able to recognize themselves and their culture as valued as they became active agents in the construction and expression of knowledge. Students demonstrated a sense of joy and commitment simulated by the empowerment of self expression. A theoretical framework was developed in which the attributes of drama as culturally relevant instruction for African American students releases creativity, engaging the interaction between self-efficacy and intrinsic motivation. (Contains 1 figure and 66 references.) (SLD)

ED 396 057 UD 031 015

Suleiman, Mahmoud F.
Preparing Teachers for the Culturally Diverse Classrooms.
PUB DATE- May 96
NOTE- 18p.; Paper presented at the Annual Effective Schools Conference (7th, Topeka, KS, May 3-5, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Bias; *Cultural Awareness; Cultural Differences; Cultural Pluralism; Elementary Secondary Education; *Equal Education; *Multicultural Education; School Demography; Social Change; Teacher Attitudes; *Teacher Education; *Teaching Methods; Urban Education

The changing demographics in U.S. institutions have contributed to the increasingly multicultural nature of classroom participants. Thus, teachers play a significant role in the desired educational outcomes when they value diversity. This study delineates a rationale for teacher education in terms of the multicultural construct. Multicultural education is a comprehensive and inclusive approach that empowers all participants in schools. Undoubtedly, meeting the growing demand to incorporate multiculturalism in all facets of learning lies in preparing teachers multiculturally. This paper discusses theoretical and pedagogical implications for teacher educators to equip prospective teachers to become more effective with all learners. Teacher education programs should take into account the following guidelines: (1) prospective teachers should be prepared to confront their prejudices and biases; (2) the history of the American educational system should be studied from a multicultural and pluralistic perspective; (3) teachers should be prepared to become multicultural brokers in the pluralistic classroom; and (4) they should be trained to be flexible in teaching. (Contains 20 references.) (Author/SLD)

ED 396 058 UD 031 016

Steward, Robbie J.
The Ties that Bind: Effective American American Communities as Models of Peaceful Coexistence.
PUB DATE- 6 Mar 96
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Black Community; Blacks; Community Attitudes; Community Characteristics; *Community Relations; Cooperation; Cultural Differences; Models; *Peace; *Prosocial Behavior; Racial Differences; *Social Attitudes; Stress Variables; United States History
IDENTIFIERS- *African Americans

Peace, though pursued, is often presented in the literature as an elusive and somewhat ethereal state that seldom is attained. However, African American communities in this country have historically developed and maintained effective, collaborative, working alliances that have assisted in individual and group survival under the most adverse circumstances. In spite of the existence of extensive within-group diversity contained in close proximity due to segregation (e.g., physical characteristics, racial/ethnic identity, level of education, value orientations, locus of control, degree of acceptance by the mainstream population, etc.), Blacks in this country have maintained states of interdependence and collaboration in the face of external and internal adversity over time. Through adherence to specific principles, functional African American communities have been able to do that which seems to elude mainstream America in its attempts to "attend to diversity" peacefully. The primary purpose of this paper is to present and discuss some underlying principles guiding the culture of these communities. It is these principles that maintain group cohesiveness in spite of stressors related to inter-group and intra-group dynamics. (Contains 43 references.) (Author/SLD)

ED 396 059 UD 031 017

Infusing Humanity into Welfare Reform: A Statement of Principles for a New Social Contract.
PUB DATE- 95
NOTE- 64p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Disadvantaged Youth; Economically Disadvantaged; *Government Role; Intervention; *Low Income Groups; Policy Formation; *Poverty; *Social Change; Welfare Recipients; Welfare Services
IDENTIFIERS- *Entitlement Programs; *Welfare Reform

This report presents a context for the consideration of welfare reform, and reviews 10 major poverty programs. A linkage is made between government poverty programs and the full panoply of American economic and social interventions through five major themes: (1) quashing the many myths about welfare leads to a clearer understanding of poverty; (2) preserving entitlement programs will preserve the safety net that meets basic human needs, such as nutrition and health care; (3) assuring basic needs will promote a stable community; (4) maximizing human potential will promote economic opportunity and productivity is a third principle; (5) investing in children means investing in the future of our nation. This statement of principles sets out central priorities to guide discussion and policy into the next century. Education is specifically dealt with on pages 33-35. Children are the subject of pages 37-44. Resources can be found to meet these requirements. (Contains nine graphs, one table, and numerous illustrations.) (SLD)

ED 396 060 UD 031 018

Casserly, Michael; And Others
Urban School Enrollment: Twenty Year Trends.
PUB DATE- Jul 93
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Bilingual Education; Elementary Secondary Education; Enrollment; *Enrollment Trends; Equal Education; Immigrants; Limited English Speaking; Low Income Groups; *Minority Groups; *Public Schools; Racial Composition; School Demography; Social Services; Trend Analysis; *Urban Schools
IDENTIFIERS- *Council of Great City Schools

Enrollments in city public schools over the last 20 years are reviewed and analyzed. Enrollment in the member cities of the Great City Schools (GCS) declined at twice the national rate between 1970 and 1990, at 23.1% versus 10.2%. The composition of urban school enrollment also changed dramatically. The Anglo American share of GCS enrollment between 1970 and 1990 decreased from 48.5% to 23.5%, and by 1990, more than 75% of GCS students were children of color, with more than half of those attending GCS schools eligible for free or reduced lunches. The GCS school systems educate a disproportionate share of the nation's new immigrants and language minorities. In 1990, more than one third of all students with limited English proficiency attended GCS schools. The changing demographics of urban enrollment places many burdens on urban school systems, including demands for preschool education, enhanced instruction, bilingual education, and social services. America cannot be competitive in a global society unless urban children are afforded education and access to the American dream. (Contains five charts and eight references.) (SLD)

ED 396 061 UD 031 019

At-Risk and Delinquent Youth. Multiple Federal Programs Raise Efficiency Questions. Report To Congressional Requesters.
PUB DATE- Mar 96
NOTE- 101p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Agency Cooperation; *At Risk Persons; *Cost Effectiveness; *Delinquency; Federal Aid; *Federal Programs; Government Role; Integrated Services; Job Training; Program Effectiveness; Program Evaluation; Shared Resources and Services; Youth Programs

In response to the request of several congressional committees and subcommittees, the General Accounting Office (GAO) identified federal programs that serve at-risk or delinquent youth and provided information on the fiscal year 1995 appropriations dedicated to youth. Program characteristics and target groups were noted as part of an overall evaluation of these programs. The federal government was found to have 131 programs, administered by 16 different departments and agencies, that were used to benefit at-risk or delinquent youth. For the programs for which data were available (109 programs or 83%), total estimated 1995 appropriations exceeded $4 billion. Many of the programs were authorized to provide funding for multiple services, ranging from counseling to job training assistance to research and evaluation. It was found that 23% of the programs funded 7 or more services. Many programs also had multiple target groups, with 33% targeting 3 or more groups. The group most commonly targeted was "all youth." The current system of programs creates the potential for overlap of services, since, in many cases, two or more programs can provide similar services to the same target group. The analysis raises questions about the overall efficiency of federal efforts to assist at-risk and delinquent youth. Appendixes define program services, list and describe the programs, and list GAO contacts. (Contains five figures and three tables.) (SLD)

ED 396 062 UD 031 020

Boaz, David; Barrett, R. Morris
What Would a School Voucher Buy? The Real Cost of Private Schools. Cato Institute Briefing Papers No. 25.
PUB DATE- 26 Mar 96
NOTE- 26p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Cost Effectiveness; Educational Economics; Educational Finance; *Educational Vouchers; Elementary Secondary Education; Private Education; *Private School Aid; *School Choice; *Student Costs; Student Financial Aid; *Tuition Grants; Urban Schools

American schools are failing because they are organized according to a bureaucratic, monopolistic model. A school voucher of $3,000 per student per year would give more families the option of sending their children to nongovernment schools. However, many people believe that such a small amount could not possibly cover tuition at a private school; they may be thinking of such costly schools as Dalton, Andover, and Exeter, and concluding that all private schools cost in excess of $10,000 a year. In fact, Education Department figures show that the average private elementary school tuition in America costs less than $2,500. The average tuition for all private schools, elementary and secondary, is $3,116, or less than half of the cost per pupil in the average public school, $6,857. A survey of private schools in Indianapolis, Jersey City, San Francisco, and Atlanta shows that there are many options available to families with $3,000 to spend on a child's education. Even more options would no doubt appear if all parents were armed with $3,000 vouchers. (Contains 3 figures, 10 tables, and 19 references.) (Author)

ED 396 063 UD 031 021

Scott, Bradley; De Luna, Anna
Magnet Schools: Pockets of Excellence in a Sea of Diversity. An Examination of How Eleven Magnet Schools Further the Goals of

School Desegregation in Federal Region F.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- Nov 94
NOTE- 92p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Cultural Awareness; Desegregation Effects; *Educational Change; Educational Practices; Educational Quality; Elementary Secondary Education; *Equal Education; *Magnet Schools; *Racial Balance; Racial Segregation; School Choice; *School Desegregation; Urban Schools

The effectiveness of magnet schools in providing racially balanced learning environments for students and the overall quality of the education they provide were studied in an investigation of 11 magnet school campuses in Federal Region F, which includes Arkansas, Louisiana, New Mexico, Oklahoma, and Texas. Sites included three elementary schools, four middle school or junior high schools, and four high schools. Data were collected through on-site observations and interviews with the local on-site coordinators and appropriate local officials. Findings suggest that, as a desegregation strategy of choice, magnet schools are seen to be a viable alternative for creating schools that work for all students regardless of race, sex, and national origin. If the practices that work best in magnet schools could be transferred to all schools, quality equitable learning experiences would result. Maintaining magnet schools as pockets of excellence will not meet the needs of the nation's students in the year 2000 and beyond. Therefore, it is in everyone's collective interest to adopt the promising practices of magnet schools as part of the ongoing operations of non-magnet schools when and wherever possible. Appendix A discusses research instrumentation, and Appendix B contains the study's 12 figures. (Contains 12 tables, 12 figures, and 12 references.) (SLD)

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"Licensed To Drive on the Information Superhighway." Final Report.	89p.	L1	ED 395 111
Maximum Impact: Research Strategies for Effective Institutional Management, Assessment, and Advocacy.	218p.	L1	ED 395 638

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Regulations Governing Special Education Programs for Children with Disabilities in Virginia (Effective January 1994).
63p. L1 ED 395 413

School Officials and the Courts: Update 1996.
90p. L2 ED 395 356

Telecommunications Act of 1996. Public Law 104-104.
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ASQ: Assessing School-Age Child Care Quality. Team Leader's Resource Manual, Team Manual, Resource Guide and Two Videos.
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FL023802	ED395472
FL023805	ED395473
FL023806	ED395474

FL023807	ED395475
FL023808	ED395476
FL023809	ED395477
FL023810	ED395478
FL023811	ED395479
FL023812	ED395480
FL023813	ED395481
FL023814	ED395482
FL023815	ED395483
FL023816	ED395484
FL023817	ED395485
FL023818	ED395486
FL023819	ED395487
FL023820	ED395488
FL023821	ED395489
FL023822	ED395490
FL023823	ED395491
FL023824	ED395492
FL023825	ED395493
FL023826	ED395494
FL023827	ED395495
FL023828	ED395496
FL023829	ED395497
FL023830	ED395498
FL023831	ED395499
FL023833	ED395500
FL023834	ED395501
FL023835	ED395502//
FL023843	ED395503
FL023845	ED395504
FL023847	ED395505
FL023850	ED395506
FL023856	ED395507
FL023857	ED395508
FL023858	ED395509
FL023859	ED395510
FL023860	ED395511
FL023861	ED395512
FL023862	ED395513
FL023863	ED395514
FL023864	ED395515
FL023865	ED395516
FL023890	ED395517
FL023891	ED395518
FL023892	ED395519
FL023893	ED395520
FL023894	ED395521
FL023895	ED395522
FL023896	ED395523
FL023897	ED395524
FL023898	ED395525
FL023899	ED395526
FL023900	ED395527
FL023901	ED395528
FL023902	ED395529
FL023903	ED395530
FL023904	ED395531

HE - Higher Education

HE029186	ED395532//
HE029187	ED395533//
HE029188	ED395534//
HE029189	ED395535

HE029190	ED395536
HE029191	ED395537
HE029192	ED395538
HE029193	ED395539
HE029194	ED395540
HE029195	ED395541
HE029196	ED395542
HE029197	ED395543//
HE029201	ED395544//
HE029202	ED395545
HE029203	ED395546
HE029205	ED395547//
HE029206	ED395548
HE029208	ED395549
HE029209	ED395550
HE029210	ED395551
HE029211	ED395552
HE029212	ED395553
HE029213	ED395554
HE029214	ED395555
HE029215	ED395556
HE029216	ED395557//
HE029217	ED395558
HE029219	ED395559

IR - Information and Technology

IR017822	ED395560
IR017838	ED395561
IR017840	ED395562
IR017875	ED395563
IR017876	ED395564
IR017877	ED395565
IR017878	ED395566
IR017879	ED395567
IR017880	ED395568
IR017881	ED395569
IR017882	ED395570
IR017883	ED395571//
IR017884	ED395572//
IR017885	ED395573
IR017886	ED395574
IR017887	ED395575
IR017888	ED395576
IR017889	ED395577
IR017890	ED395578
IR017891	ED395579
IR017892	ED395580
IR055860	ED395581
IR055877	ED395582
IR055886	ED395583
IR055888	ED395584//
IR055889	ED395585//
IR055890	ED395586//
IR055891	ED395587//
IR055892	ED395588
IR055893	ED395589
IR055894	ED395590
IR055895	ED395591
IR055896	ED395592
IR055899	ED395593//
IR055901	ED395594//
IR055909	ED395595
IR055911	ED395596

IR055912	ED395597
IR055913	ED395598
IR055914	ED395599
IR055915	ED395600//
IR055916	ED395601//
IR055917	ED395602

JC - Community Colleges

JC960220	ED395603
JC960339	ED395604
JC960356	ED395605
JC960357	ED395606
JC960358	ED395607
JC960359	ED395608
JC960360	ED395609
JC960361	ED395610
JC960362	ED395611
JC960363	ED395612
JC960364	ED395613
JC960365	ED395614
JC960366	ED395615
JC960367	ED395616
JC960368	ED395617
JC960369	ED395618
JC960370	ED395619
JC960371	ED395620
JC960372	ED395621
JC960373	ED395622
JC960374	ED395623
JC960375	ED395624
JC960376	ED395625
JC960377	ED395626
JC960378	ED395627
JC960379	ED395628
JC960380	ED395629
JC960381	ED395630
JC960382	ED395631
JC960383	ED395632
JC960384	ED395633
JC960385	ED395634
JC960389	ED395635
JC960390	ED395636
JC960391	ED395637
JC960392	ED395638
JC960393	ED395639
JC960394	ED395640
JC960395	ED395641
JC960396	ED395642
JC960397	ED395643
JC960398	ED395644
JC960399	ED395645
JC960400	ED395646
JC960402	ED395647
JC960403	ED395648
JC960405	ED395649
JC960406	ED395650

PS - Elementary and Early Childhood Education

PS022630	ED395651
PS023758	ED395652
PS023894	ED395653//
PS023939	ED395654

PS023979	ED395655
PS023982	ED395656
PS023988	ED395657
PS023991	ED395658//
PS023992	ED395659
PS024011	ED395660//
PS024012	ED395661//
PS024058	ED395662
PS024095	ED395663
PS024119	ED395664
PS024151	ED395665
PS024191	ED395666
PS024200	ED395667
PS024201	ED395668
PS024202	ED395669
PS024203	ED395670
PS024204	ED395671
PS024206	ED395672
PS024211	ED395673
PS024212	ED395674
PS024213	ED395675
PS024217	ED395676
PS024219	ED395677
PS024222	ED395678
PS024225	ED395679
PS024226	ED395680
PS024227	ED395681
PS024233	ED395682//
PS024234	ED395683//
PS024235	ED395684//
PS024237	ED395685
PS024240	ED395686
PS024241	ED395687
PS024248	ED395688
PS024251	ED395689
PS024257	ED395690
PS024258	ED395691
PS024260	ED395692
PS024262	ED395693
PS024263	ED395694
PS024266	ED395695
PS024271	ED395696
PS024274	ED395697
PS024279	ED395698//
PS024284	ED395699
PS024291	ED395700
PS024292	ED395701
PS024293	ED395702
PS024294	ED395703
PS024295	ED395704
PS024306	ED395705
PS024308	ED395706//
PS024313	ED395707
PS024321	ED395708//
PS024322	ED395709//
PS024325	ED395710//
PS024330	ED395711//
PS024338	ED395712//
PS024347	ED395713
PS024348	ED395714
PS024357	ED395715
PS024358	ED395716
PS024372	ED395717//
PS024383	ED395718//

PS024384	ED395719//
PS024393	ED395720
PS024394	ED395721

RC - Rural Education and Small Schools

RC020468	ED395722
RC020480	ED395723
RC020484	ED395724
RC020494	ED395725
RC020497	ED395726//
RC020499	ED395727
RC020517	ED395728
RC020518	ED395729
RC020519	ED395730
RC020520	ED395731
RC020521	ED395732
RC020522	ED395733
RC020523	ED395734
RC020524	ED395735
RC020525	ED395736
RC020590	ED395737//
RC020599	ED395738
RC020600	ED395739
RC020601	ED395740
RC020602	ED395741
RC020603	ED395742
RC020604	ED395743
RC020609	ED395744
RC020615	ED395745
RC020616	ED395746//
RC020619	ED395747
RC020621	ED395748
RC020623	ED395749//
RC020624	ED395750
RC020643	ED395751
RC020644	ED395752
RC020645	ED395753
RC020646	ED395754

SE - Science, Mathematics, ans Environmental Education

SE055773	ED395755
SE056095	ED395756//
SE056105	ED395757//
SE056106	ED395758//
SE057762	ED395759//
SE057843	ED395760
SE057955	ED395761
SE057984	ED395762
SE058122	ED395763
SE058133	ED395764
SE058140	ED395765
SE058146	ED395766
SE058147	ED395767
SE058157	ED395768
SE058160	ED395769//
SE058162	ED395770
SE058189	ED395771
SE058190	ED395772
SE058198	ED395773
SE058199	ED395774
SE058200	ED395775
SE058209	ED395776

SE058211	ED395777
SE058220	ED395778//
SE058308	ED395779
SE058327	ED395780
SE058341	ED395781//
SE058347	ED395782//
SE058350	ED395783
SE058362	ED395784//
SE058369	ED395785
SE058372	ED395786
SE058373	ED395787
SE058374	ED395788
SE058375	ED395789
SE058376	ED395790
SE058377	ED395791
SE058378	ED395792
SE058379	ED395793
SE058382	ED395794
SE058383	ED395795
SE058384	ED395796
SE058392	ED395797
SE058398	ED395798
SE058399	ED395799
SE058405	ED395800
SE058408	ED395801
SE058409	ED395802
SE058411	ED395803
SE058418	ED395804//
SE058420	ED395805//
SE058421	ED395806//
SE058422	ED395807//
SE058423	ED395808//
SE058424	ED395809//
SE058425	ED395810//
SE058426	ED395811//
SE058427	ED395812
SE058428	ED395813
SE058448	ED395814//
SE058456	ED395815
SE058458	ED395816
SE058459	ED395817
SE058460	ED395818
SE058461	ED395819
SE058463	ED395820
SE058464	ED395821//
SE058467	ED395822//
SE058477	ED395823
SE058492	ED395824
SE058539	ED395825
SE058540	ED395826
SE058552	ED395827
SE058588	ED395828
SE058590	ED395829
SE058592	ED395830
SE058635	ED395831

SO - Social Studies/Social Science Education

SO022778	ED395832//
SO022872	ED395833
SO024904	ED395834
SO024959	ED395835
SO025198	ED395836
SO025464	ED395837

S0025470	ED395838
S0025471	ED395839
S0025481	ED395840
S0025488	ED395841
S0025497	ED395842
S0025572	ED395843
S0025588	ED395844
S0025589	ED395845
S0025590	ED395846
S0025672	ED395847
S0025673	ED395848
S0025714	ED395849
S0025719	ED395850//
S0025744	ED395851
S0025804	ED395852
S0025892	ED395853
S0025937	ED395854
S0025943	ED395855
S0025944	ED395856
S0025945	ED395857
S0025951	ED395858
S0025952	ED395859
S0025956	ED395860
S0026004	ED395861
S0026021	ED395862
S0026026	ED395863
S0026028	ED395864
S0026029	ED395865
S0026105	ED395866
S0026107	ED395867
S0026237	ED395868
S0026269	ED395869
S0026359	ED395870
S0026360	ED395871
S0026364	ED395872
S0026395	ED395873
S0026399	ED395874
S0026400	ED395875
S0026401	ED395876
S0026404	ED395877
S0026409	ED395878